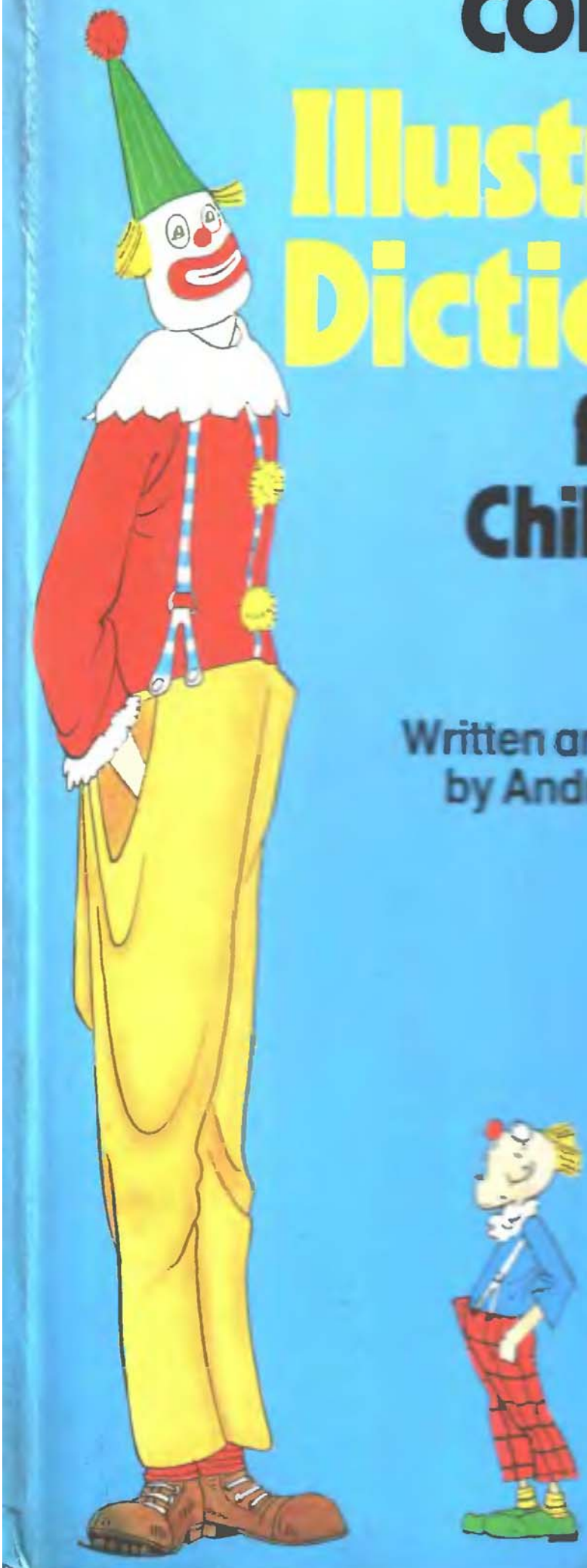
COLLINS

Illustrated Dictionary for Children

Written and illustrated by Andrew Wright



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Illustrated Dictionary for Children

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COLLINS
LONDON AND GLASGOW

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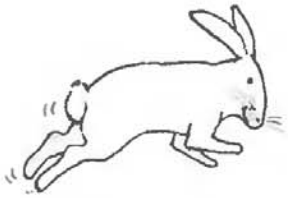
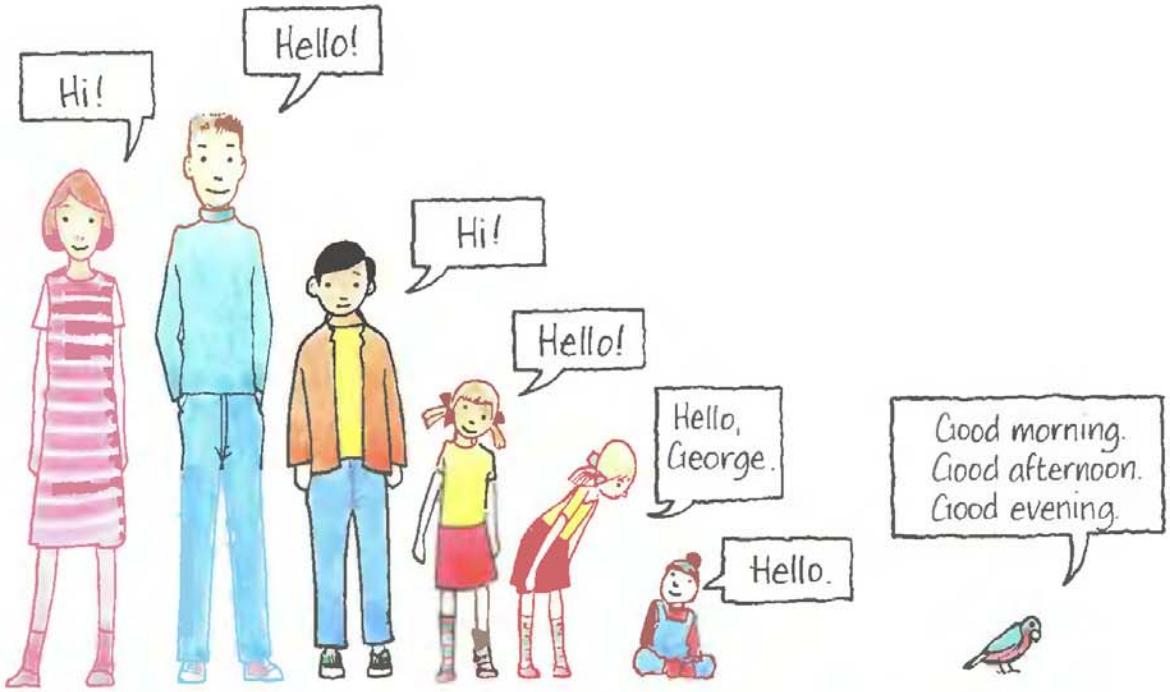
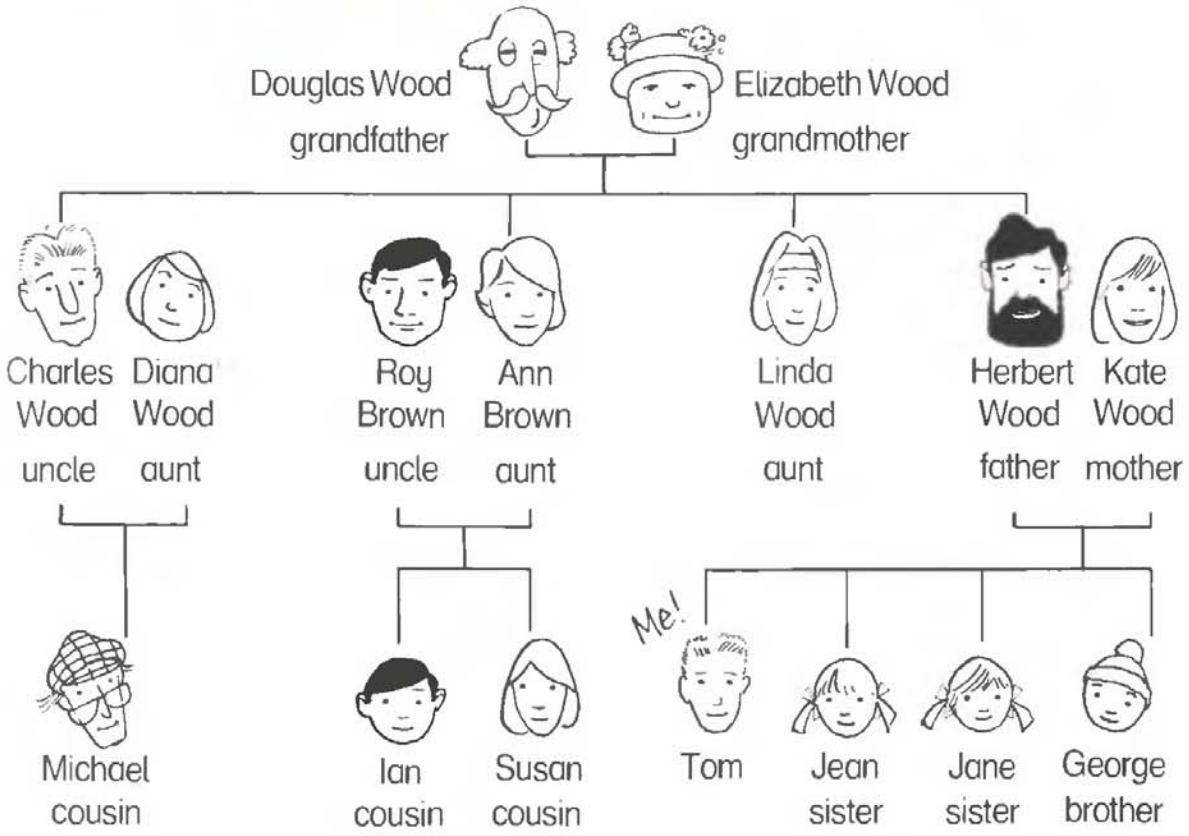


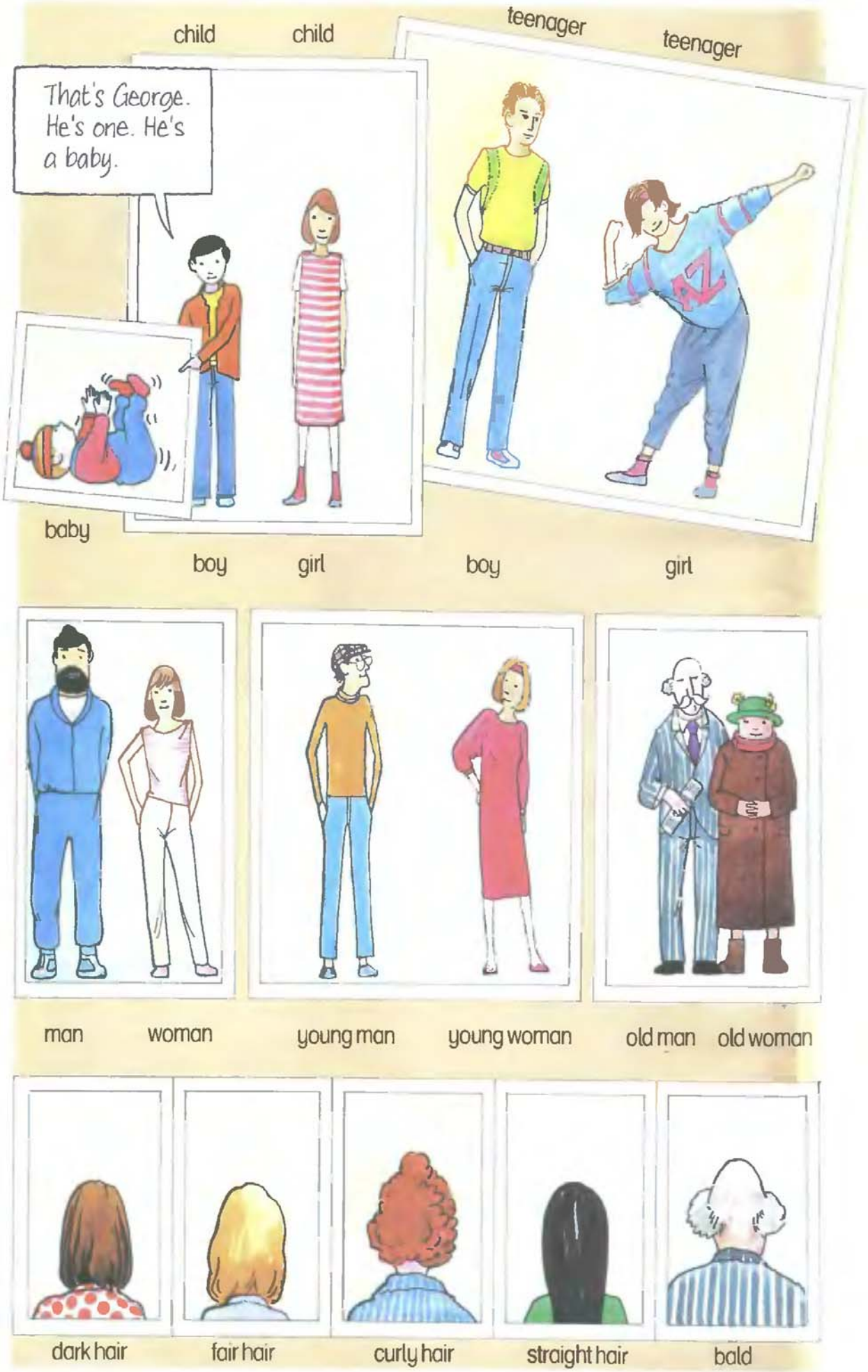

Hi!
Hello!
Hi!
Hello!
Hello, George.
Hello.
Good morning.
Good afternoon.
Good evening.

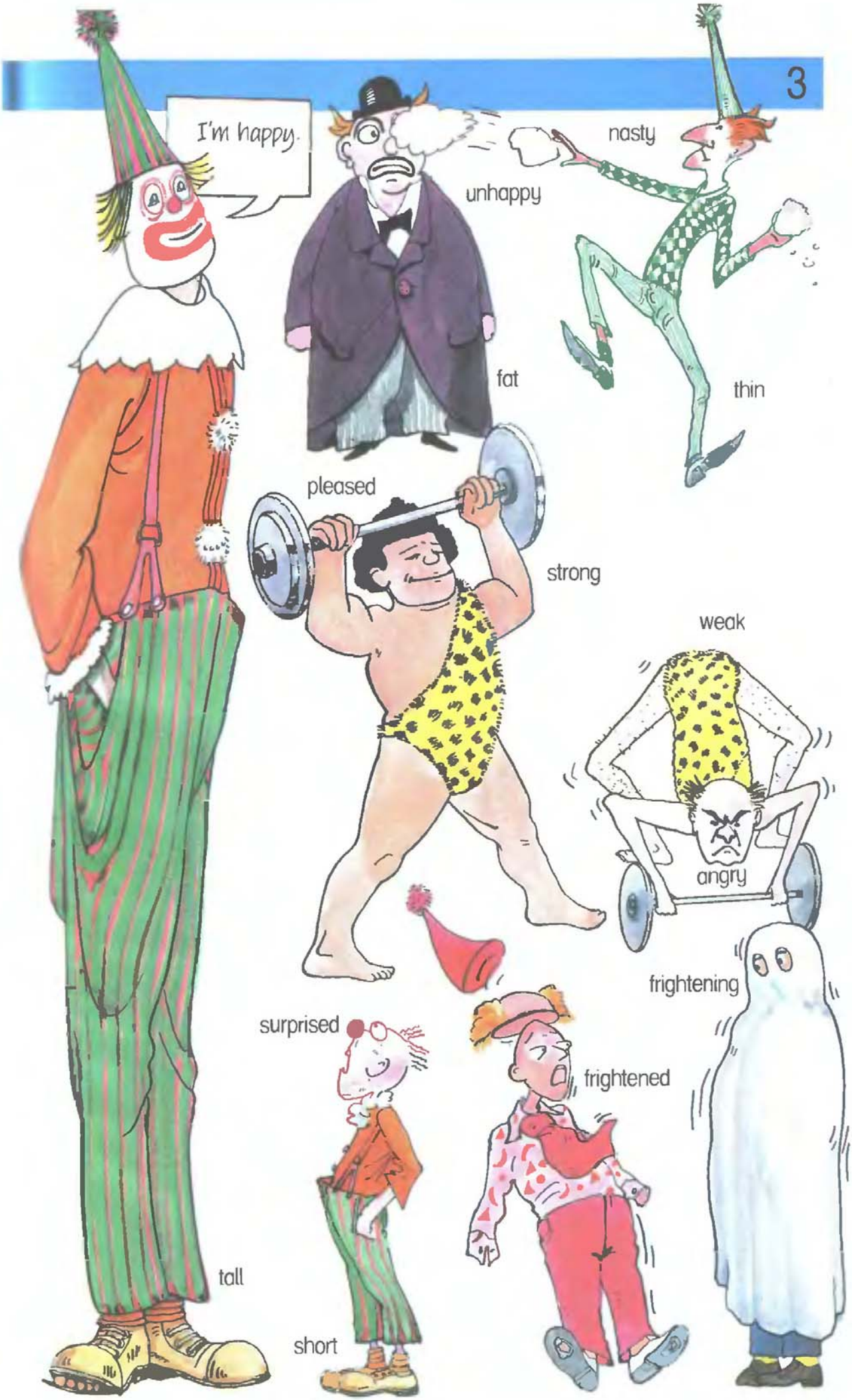
My family

This is
my family.

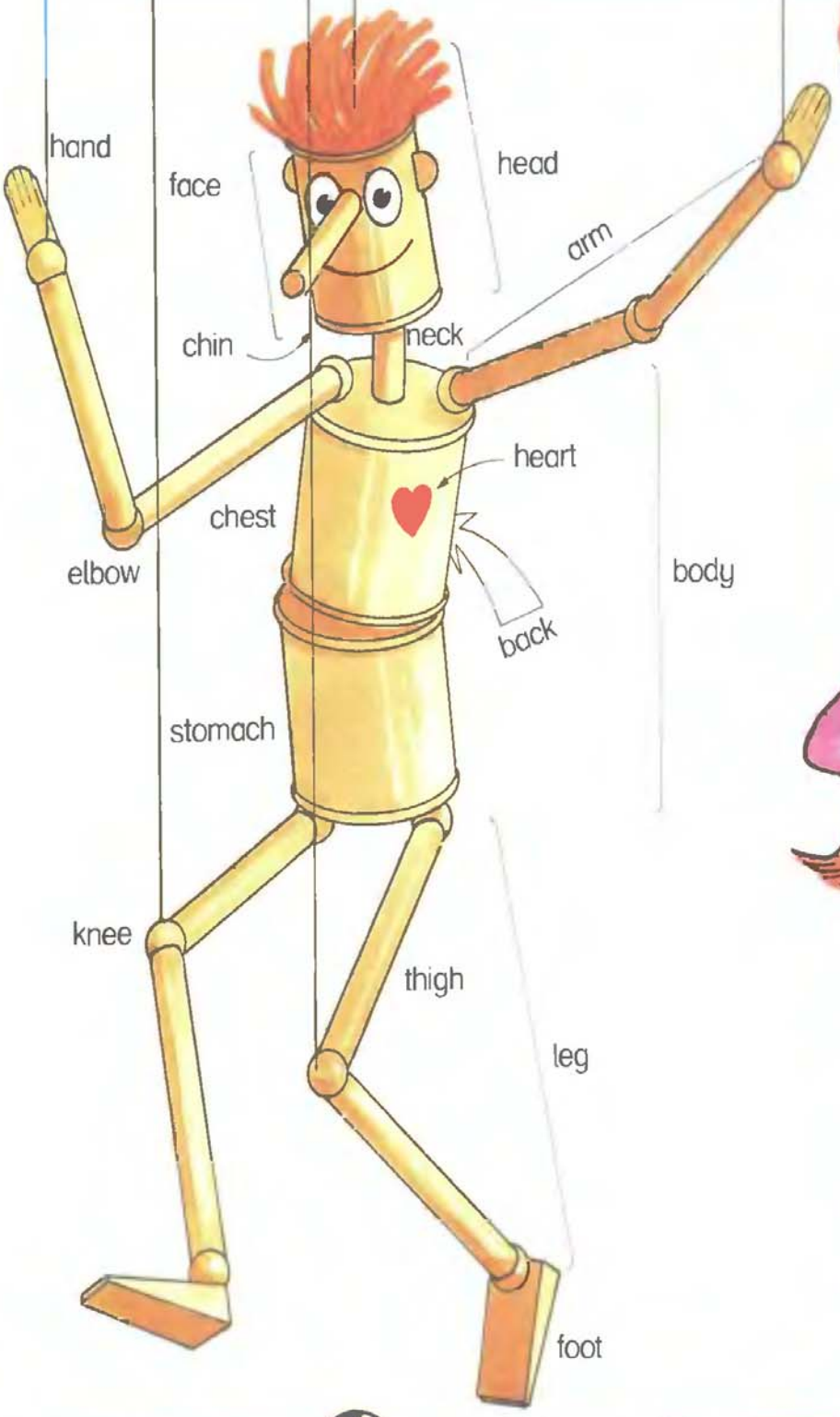

Douglas Wood
grandfather
Elizabeth Wood
grandmother
Charles Wood
uncle
Diana Wood
aunt
Roy Brown
uncle
Ann Brown
aunt
Linda Wood
aunt
Herbert Wood
father
Kate Wood
mother
Me!
Michael
cousin
Ian
cousin
Susan
cousin
Tom
Jean
sister
Jane
sister
George
brother

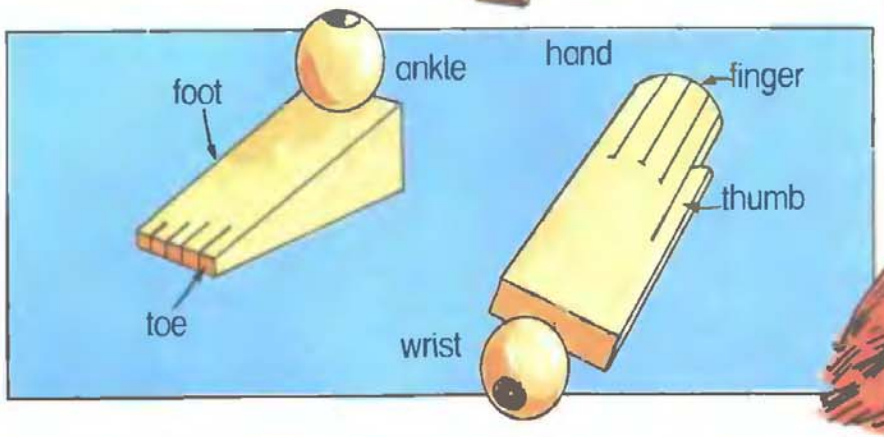
What are they like?

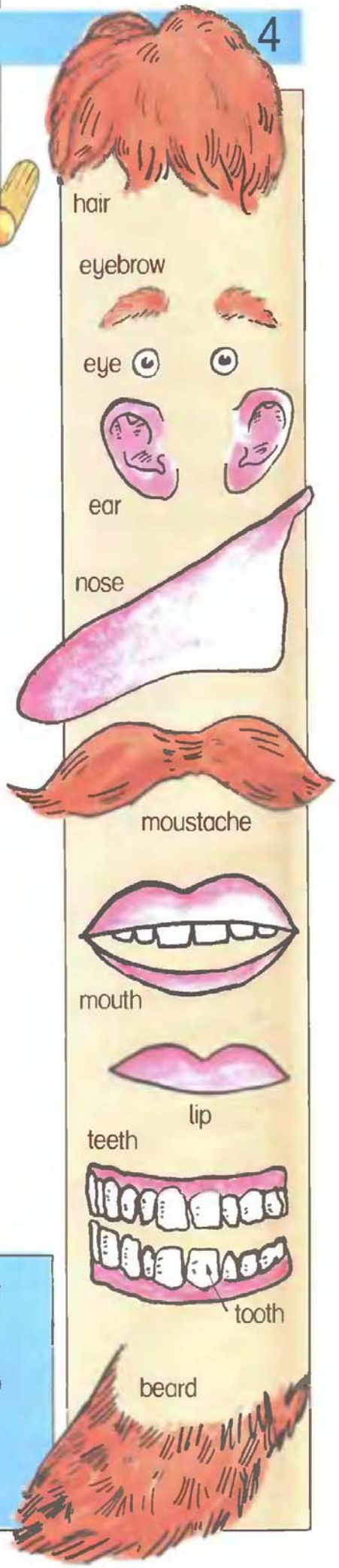



I'm happy.
unhappy
nasty
fat
thin
pleased
strong
weak
angry
frightening
surprised
frightened
tall
short

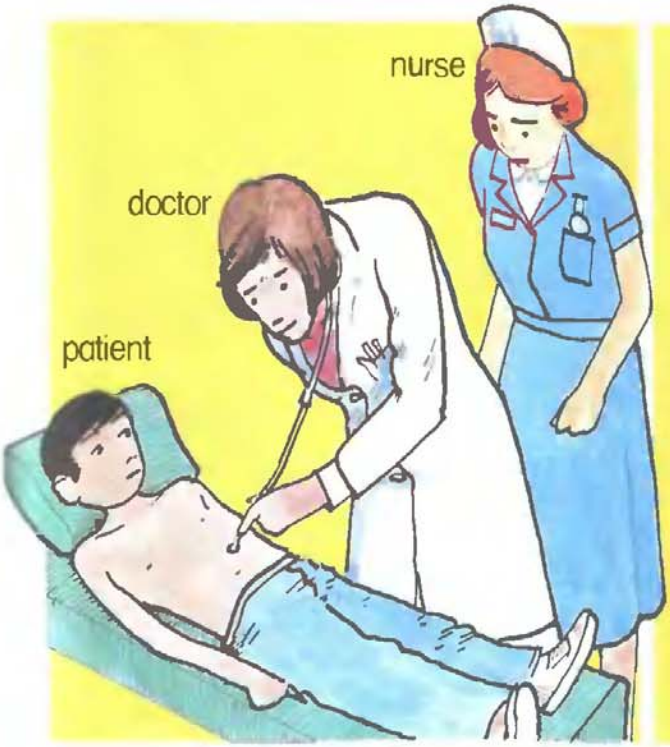
My body

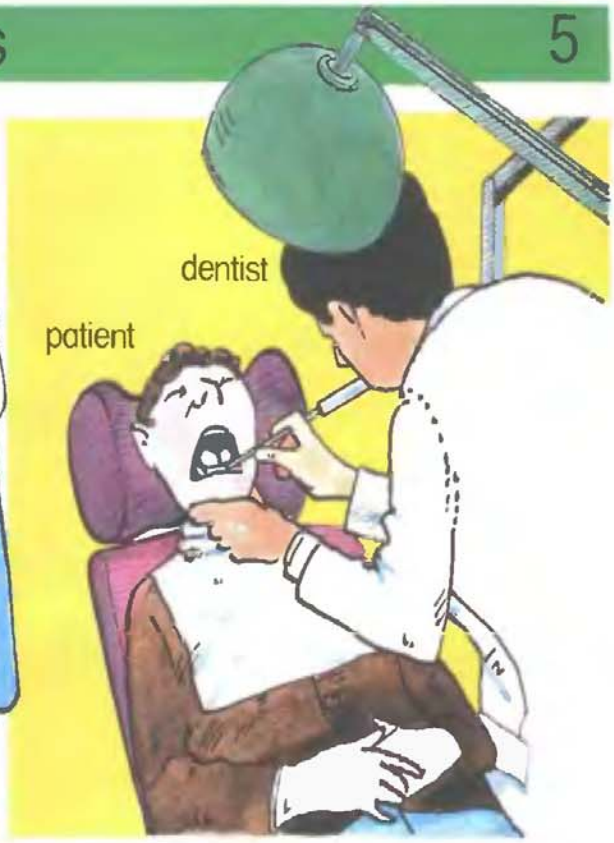

hand
face
head
arm
chin
neck
heart
chest
elbow
body
back
stomach
knee
thigh
leg
foot


foot
ankle
hand
finger
thumb
toe
wrist


hair
eyebrow
eye
ear
nose
moustache
mouth
lip
teeth
tooth
beard

Accidents and illnesses





ambulance

lifeboat

fire engine

a headache

toothache

a temperature

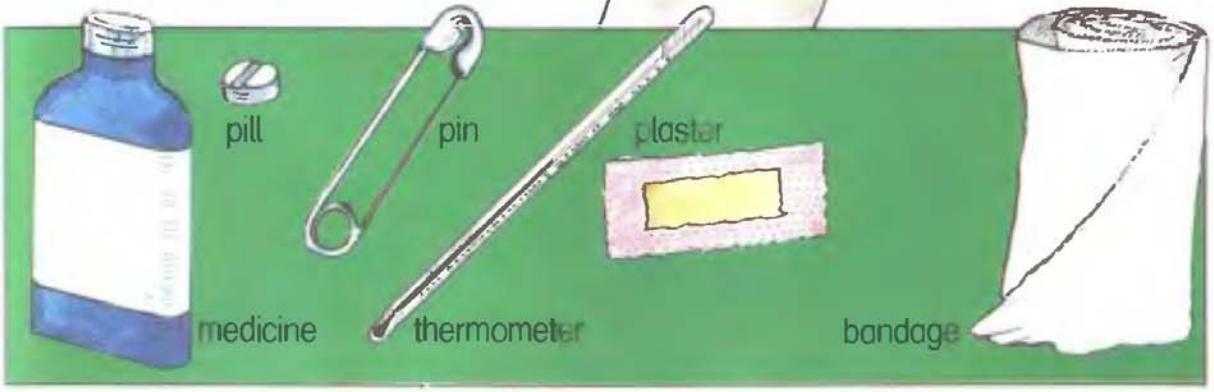
a cold

a sprained ankle

a bruise

a cut

a broken bone



Jobs

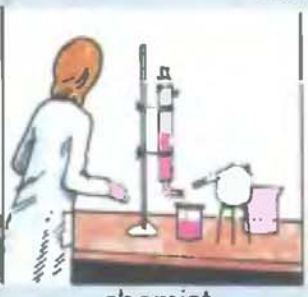
actor

actress

architect

butcher

carpenter



chemist

clerk

driver

factory worker

farmer

fireman

mechanic

miner

musician

nurse

policeman

policewoman

postman

priest

soldier

teacher

telephone operator

typist

artist baker businessman businesswoman

clown cook dancer dentist doctor

footballer greengrocer grocer labourer

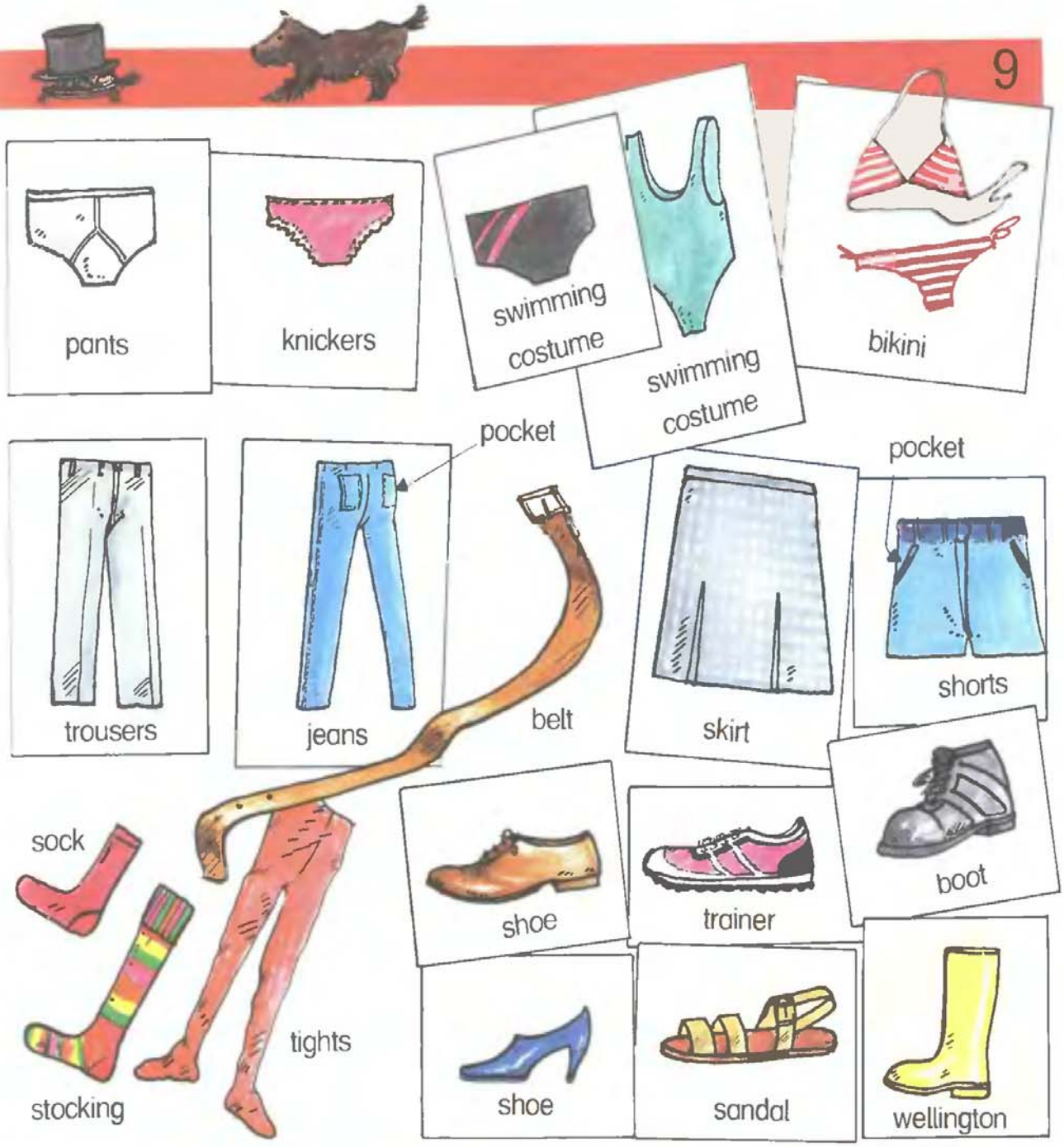
photographer pianist pilot plumber

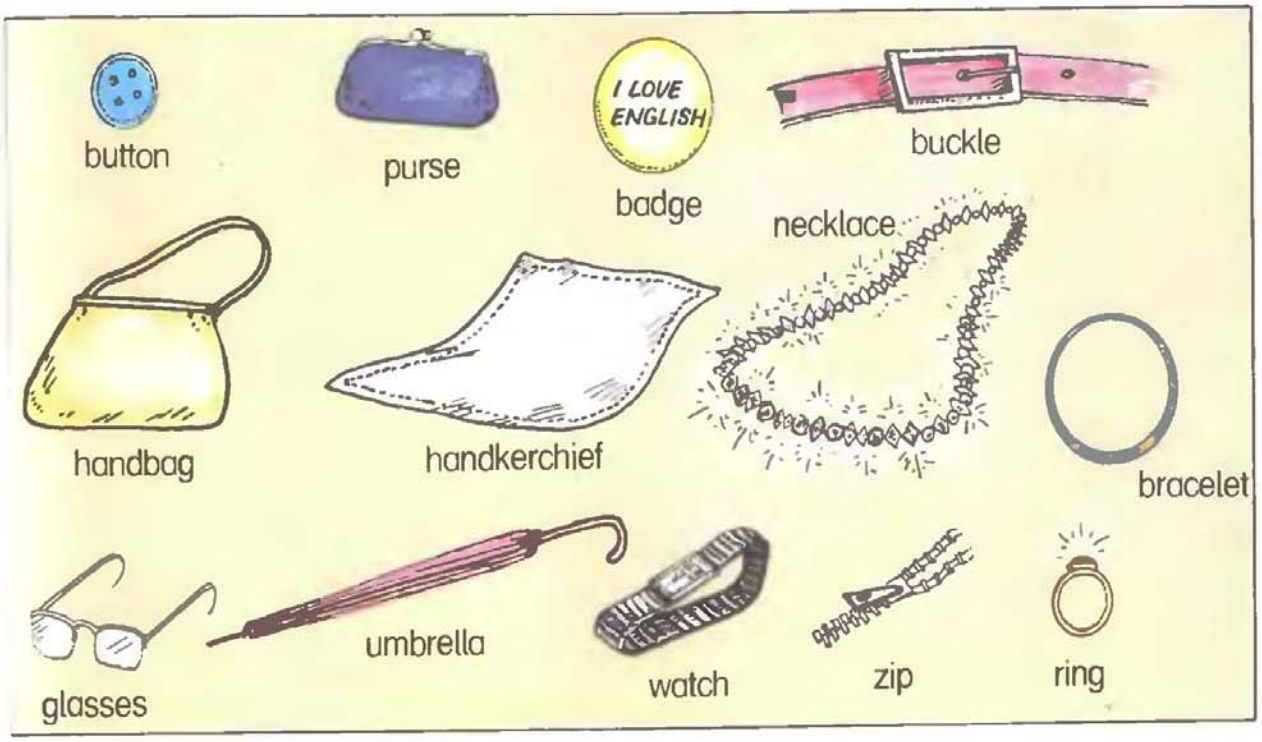
seaman secretary shop assistant singer

vet waiter waitress writer

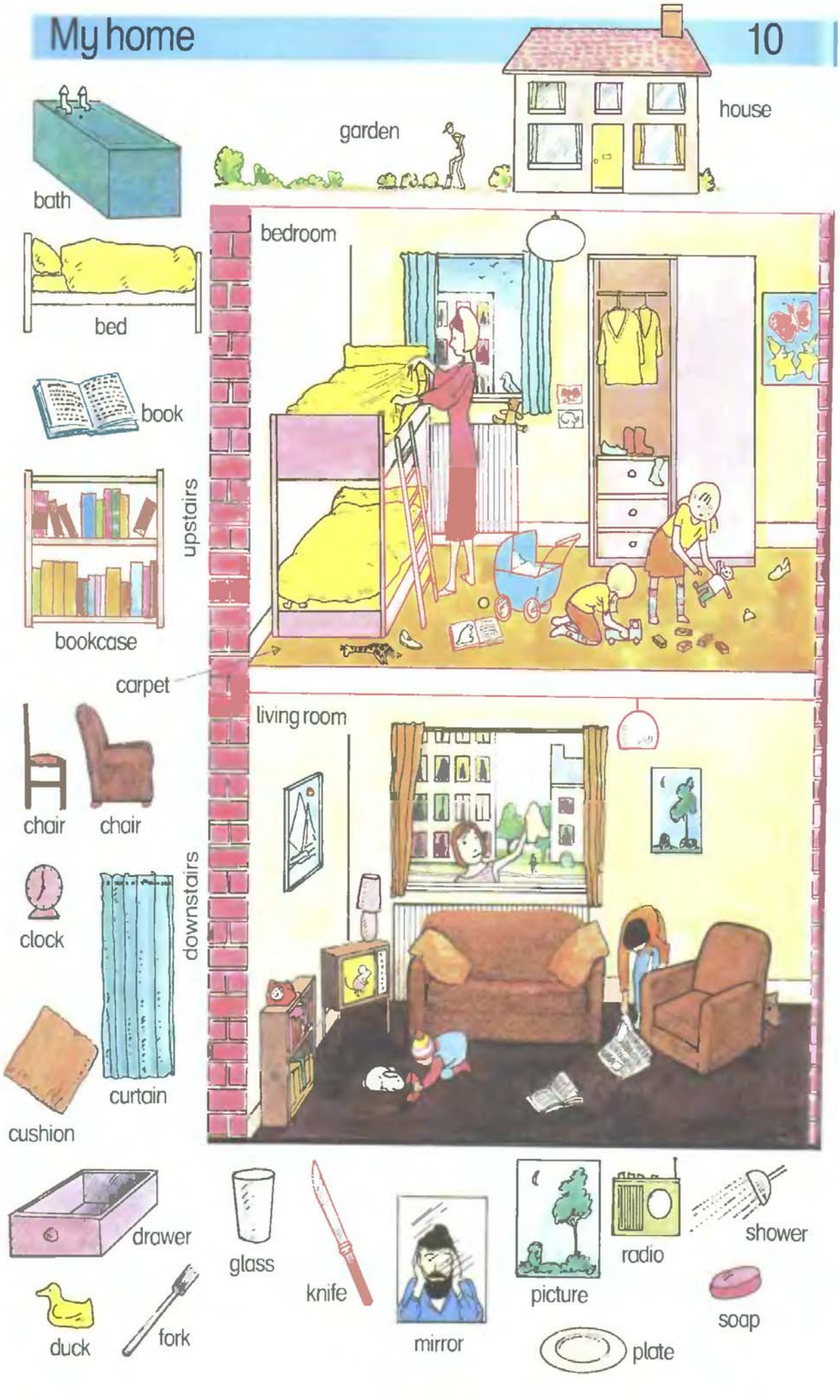
Clothes

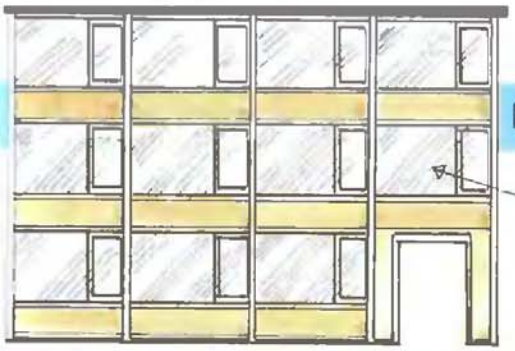
cap
cap
scarf
hat
hat
helmet
anorak
coat
raincoat
jacket
cardigan
jersey
sweater
pullover
blouse
shirt
tie
COLLINS
T-shirt
vest
suit
suit
I like your dress!
I don't like your dress
dress
dress
tracksuit
nightdress
pyjamas


pants
knickers
swimming costume
swimming costume
bikini
pocket
pocket
trousers
jeans
belt
skirt
shorts
sock
shoe
trainer
boot
stocking
tights
shoe
sandal
wellington


button
purse
I LOVE ENGLISH
badge
buckle
necklace
handbag
handkerchief
bracelet
glasses
umbrella
watch
zip
ring

My home

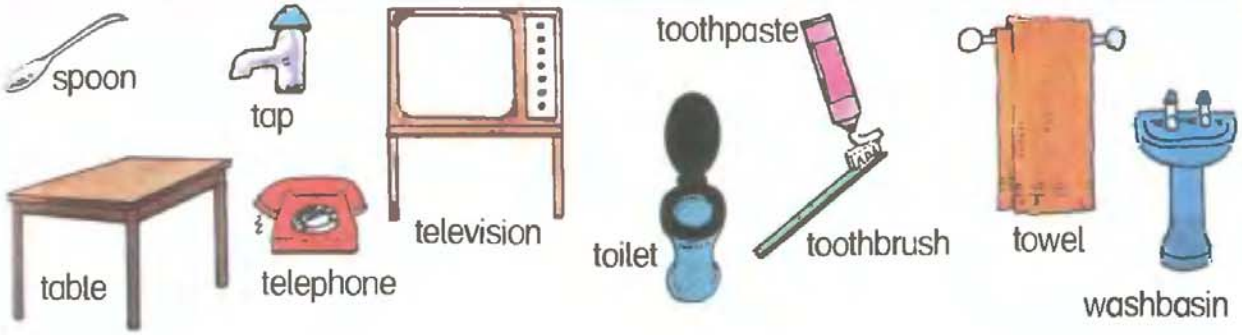

garden
house
bath
bedroom
bed
book
upstairs
bookcase
carpet
living room
chair
chair
clock
downstairs
curtain
cushion
drawer
glass
knife
mirror
picture
radio
shower
soap
duck
fork
plate


block of flats
flat

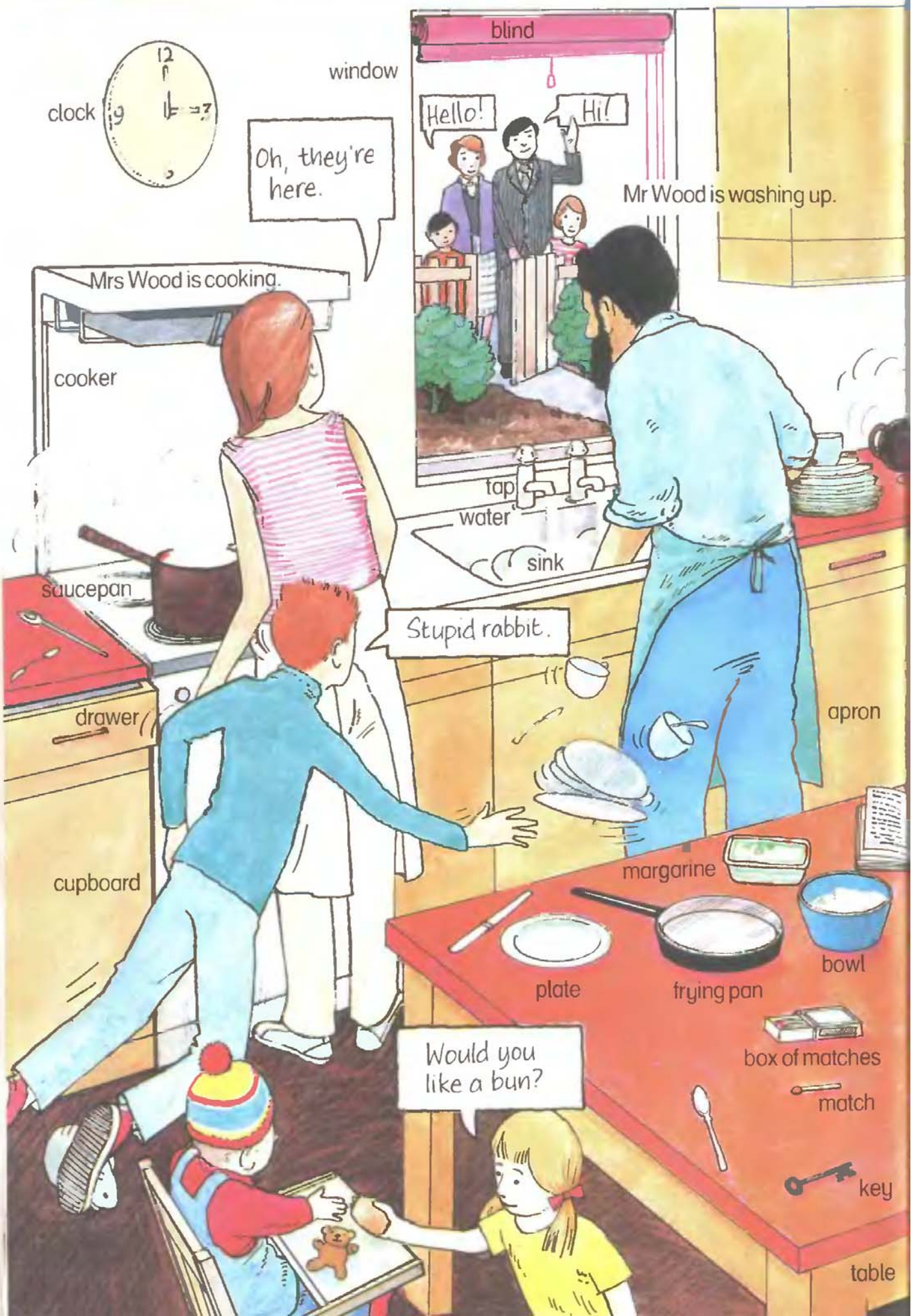
semi-detached house

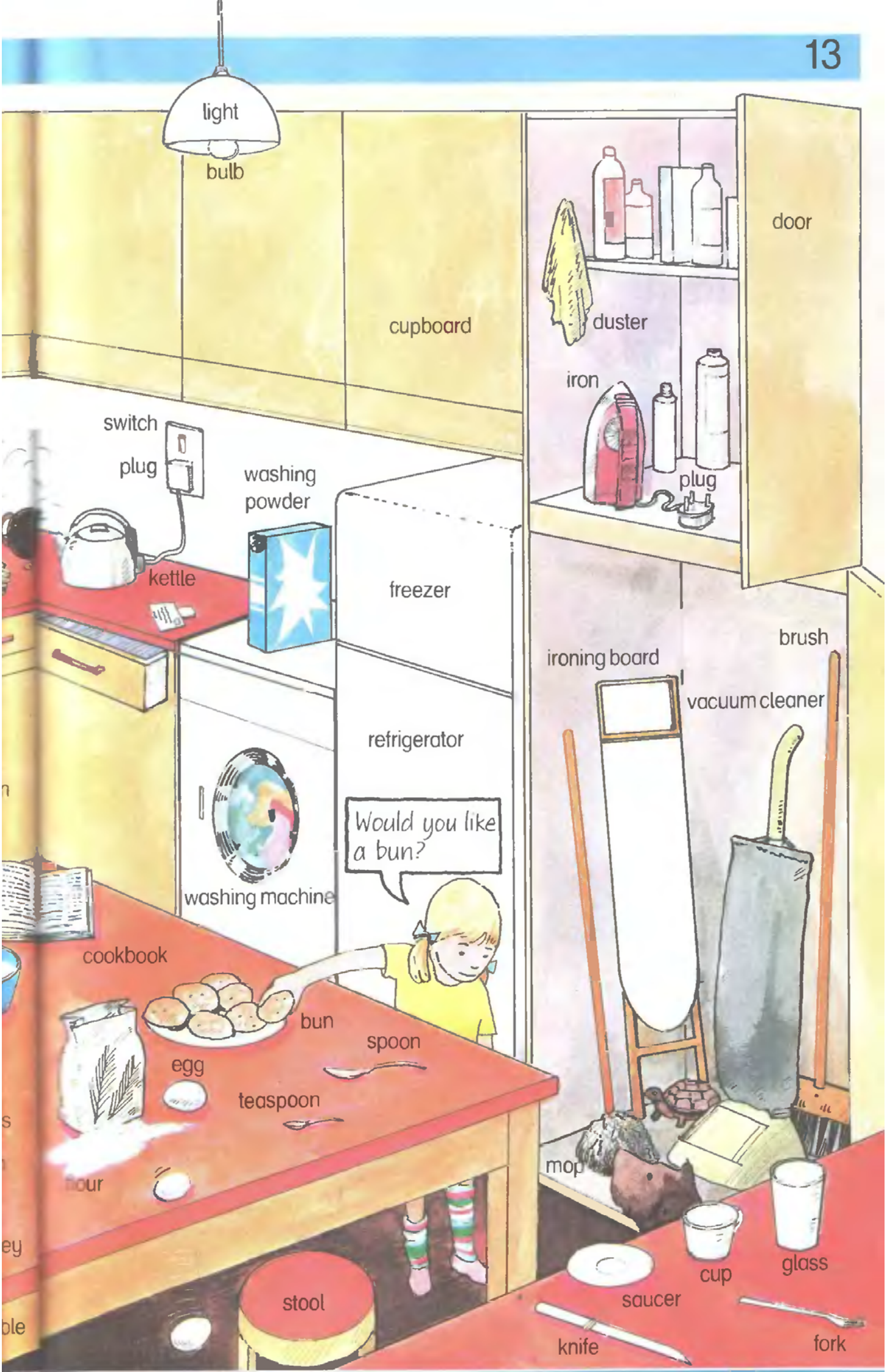
bathroom
dining room

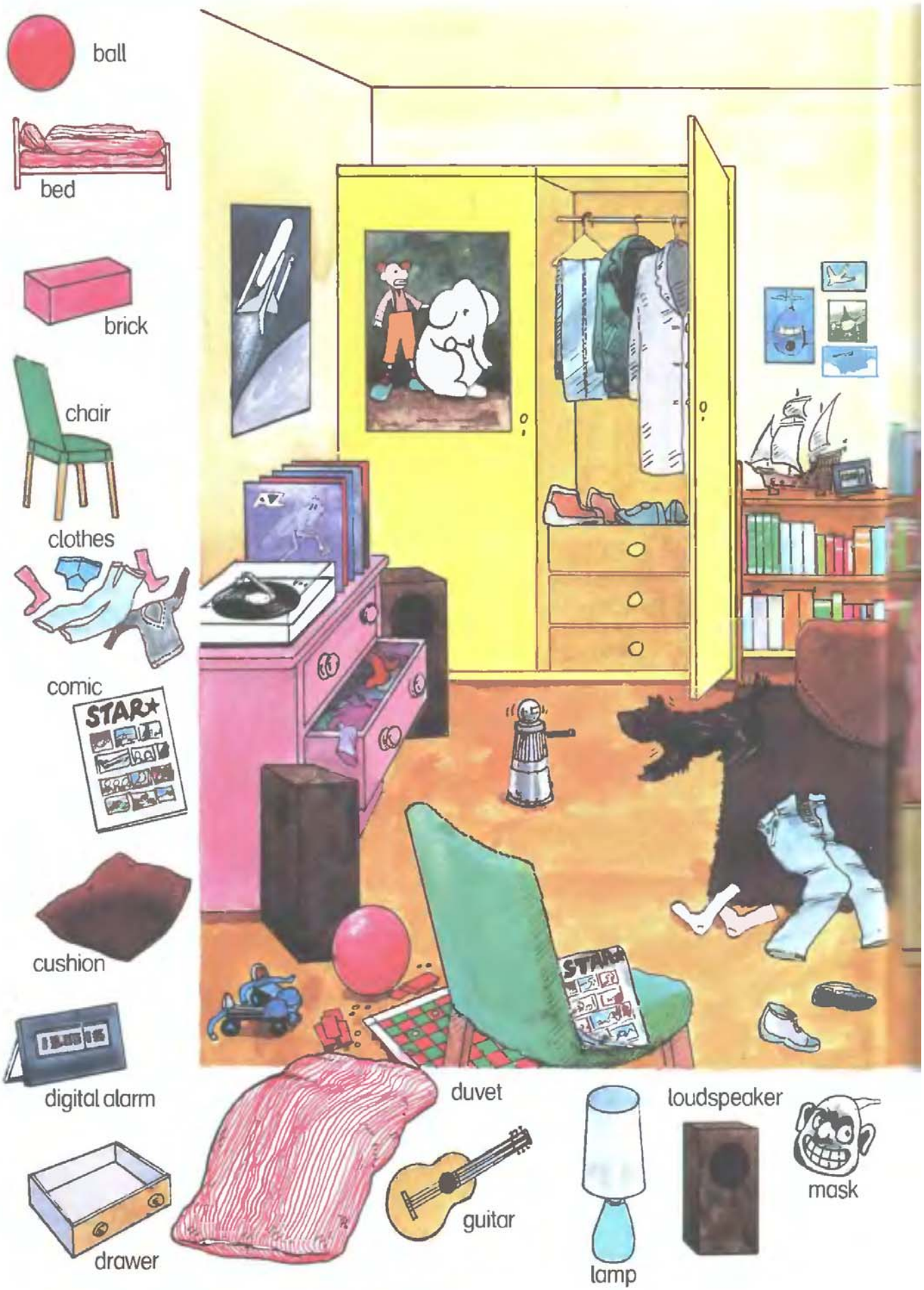
cleaning the window
cleaning the car
digging the garden
laying the table
making the bed
sweeping
tidying the room


spoon
tap
television
toothpaste
table
telephone
toilet
toothbrush
towel
washbasin

The kitchen


clock
window
blind
Hello!
Hi!
Oh, they're here.
Mr Wood is washing up.
Mrs Wood is cooking.
cooker
tap
water
sink
saucepan
Stupid rabbit.
drawer
apron
cupboard
margarine
bowl
plate
frying pan
box of matches
match
Would you like a bun?
key
table


light
bulb
cupboard
door
duster
iron
plug
switch
plug
washing powder
kettle
freezer
refrigerator
washing machine
ironing board
brush
vacuum cleaner
Would you like a bun?
cookbook
bun
spoon
egg
teaspoon
flour
mop
cup
glass
saucer
knife
fork
stool


ball
bed
brick
chair
clothes
comic
STAR
cushion
digital alarm
drawer
duvet
guitar
lamp
loudspeaker
mask

ceiling

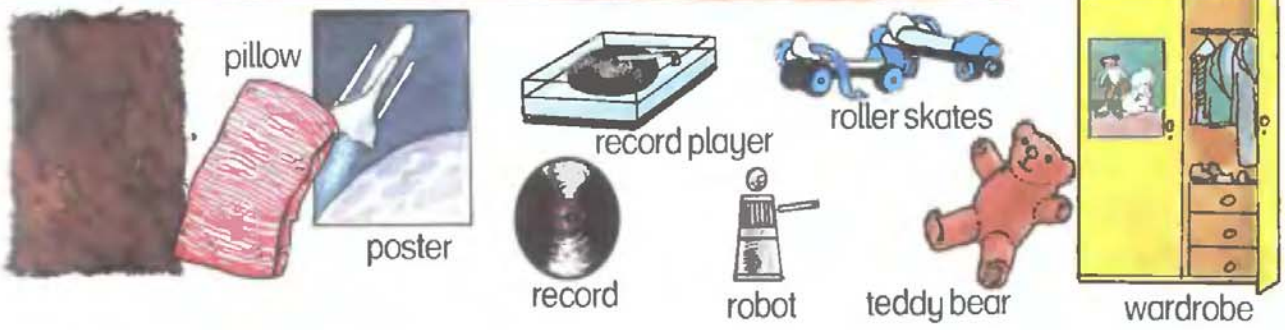
wall

door

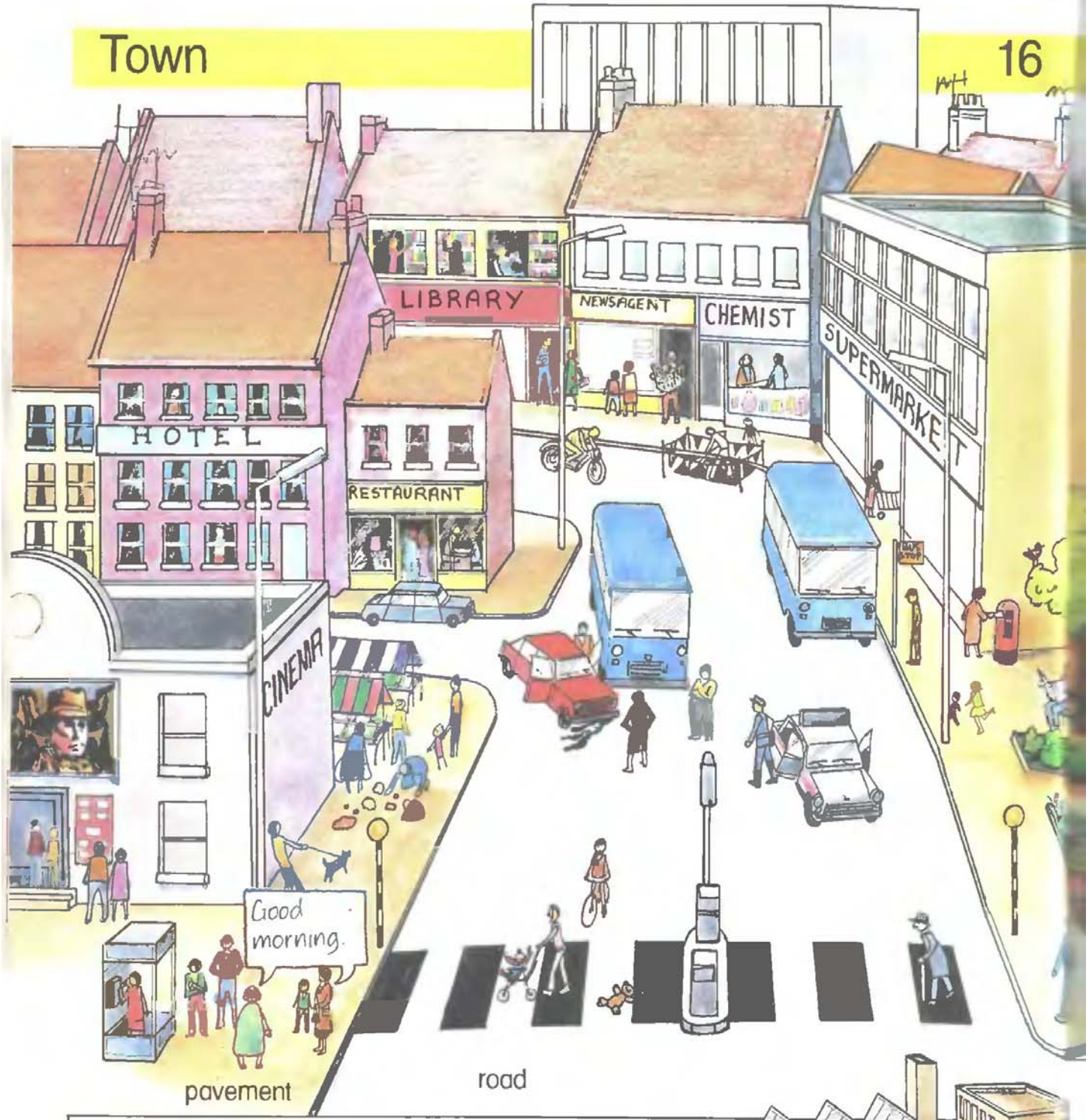
floor

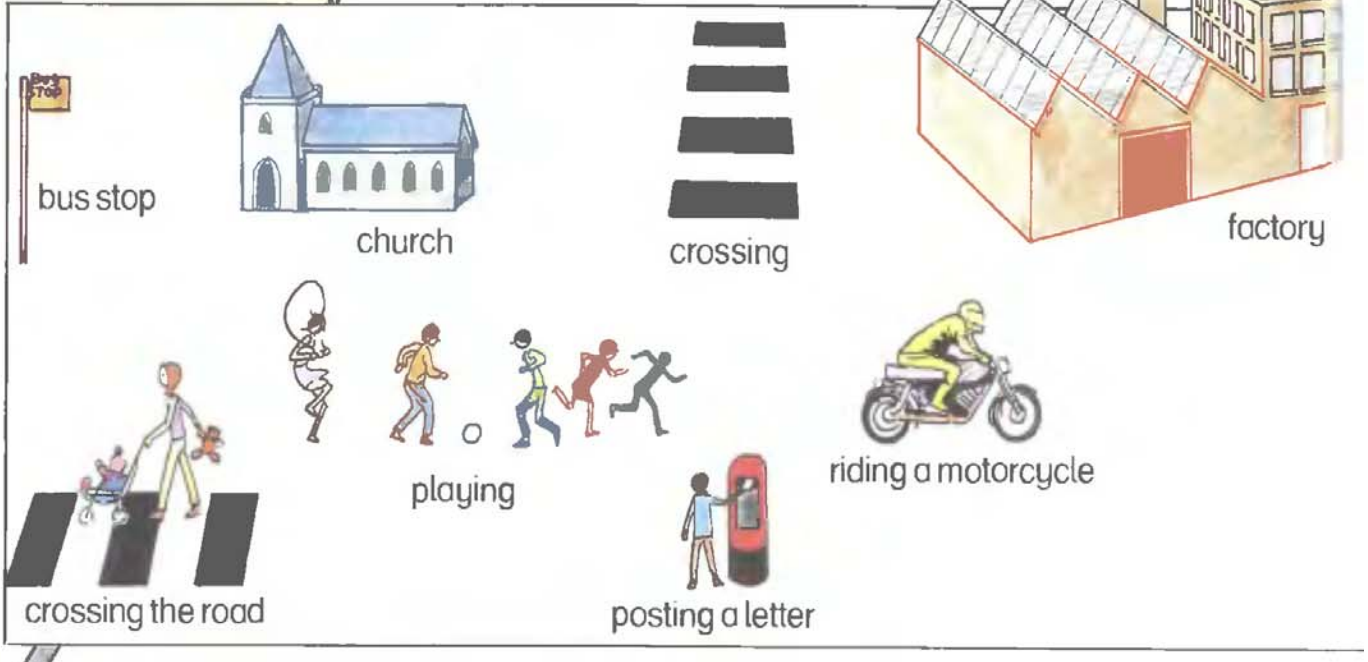
Good morning Tom!

I'm asleep!



Town


LIBRARY
NEWSAGENT
CHEMIST
SUPERMARKET
HOTEL
RESTAURANT
CINEMA
Good morning.
pavement
road


bus stop
church
crossing
factory
playing
riding a motorcycle
crossing the road
posting a letter

STATION

TAXI

CAFE

BANK

POST OFFICE

SCHOOL

Where's the cinema?

Hi!

Hi!

corner

ry

market

postbox

telephone box

traffic lights

running for a train

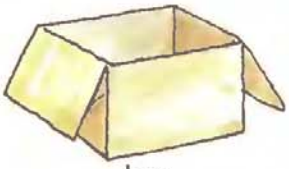
shopping

telephoning

waiting for a bus

Classroom

bag


box

brush

calendar

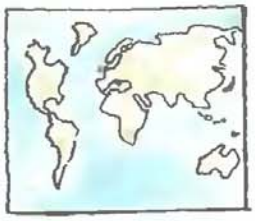
chalk

desk

eraser

exercise book

light


map

model

picture

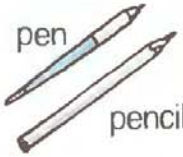
pin

projector

ruler

scissors

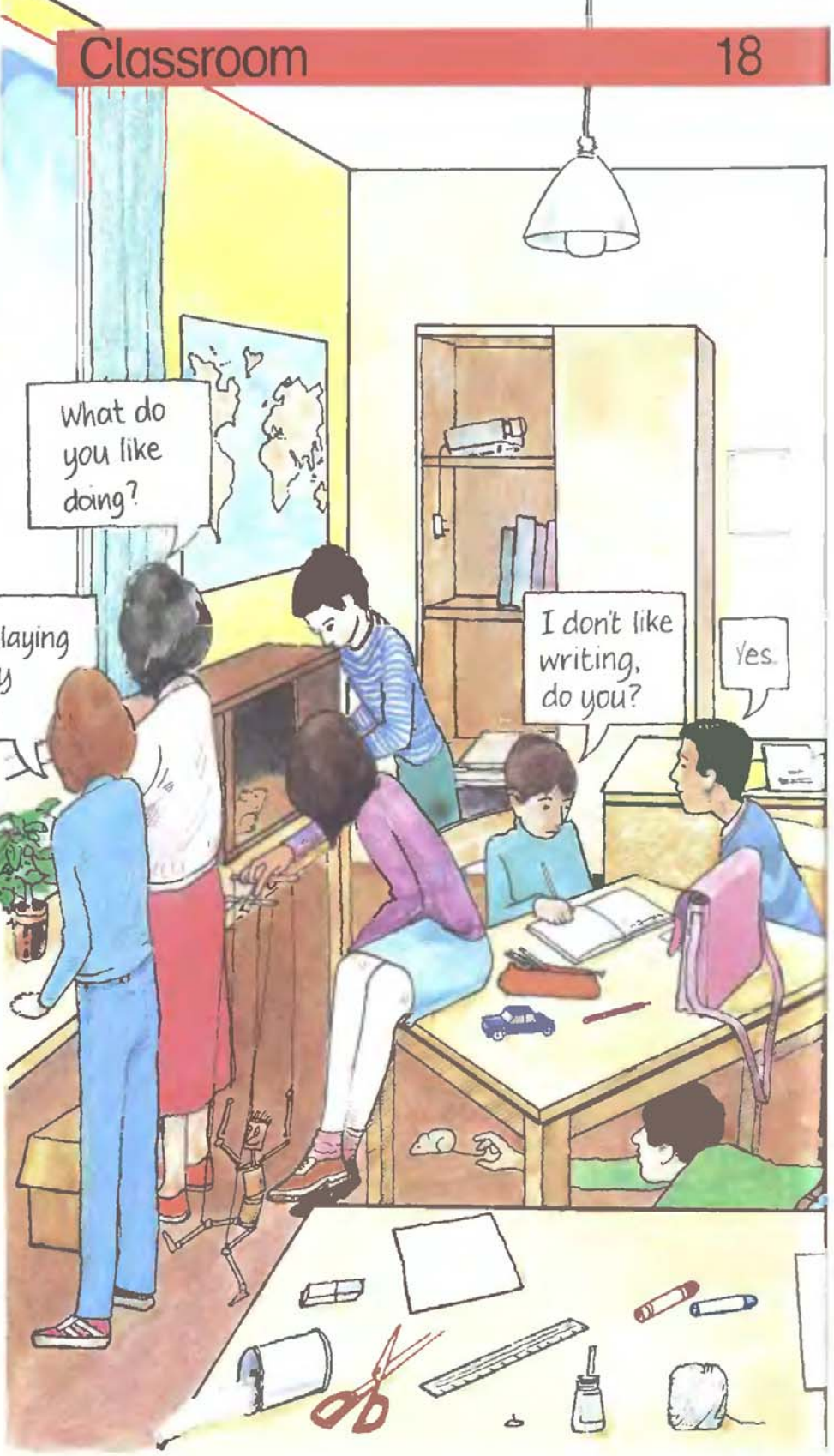
shelf


pen

pencil

paint

plug



blackboard

teacher

I like doing maths.

drawing

doing maths

looking at things

making models

painting

playing with puppets

reading

socket

wastepaper bin

writing

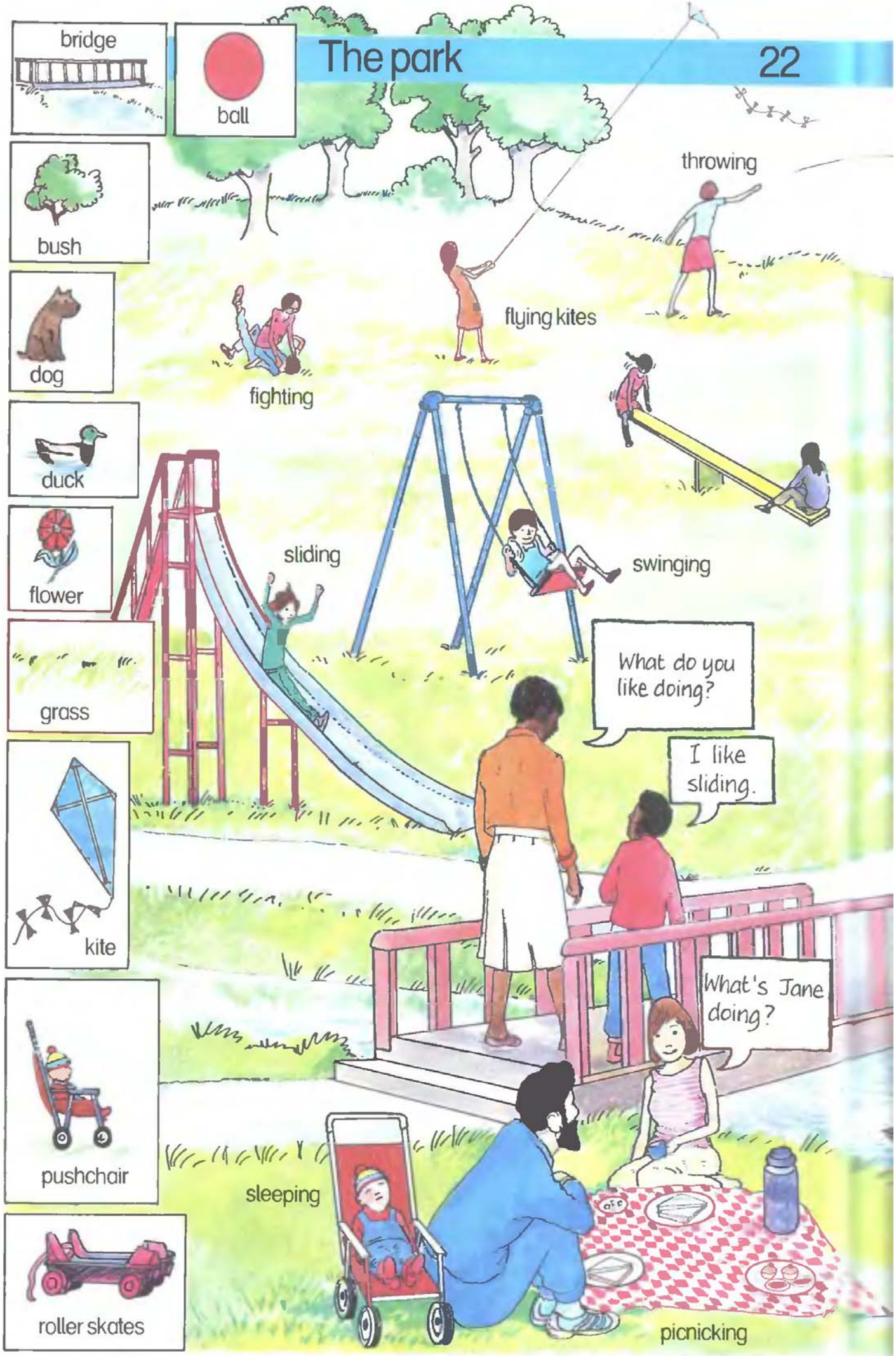
talking

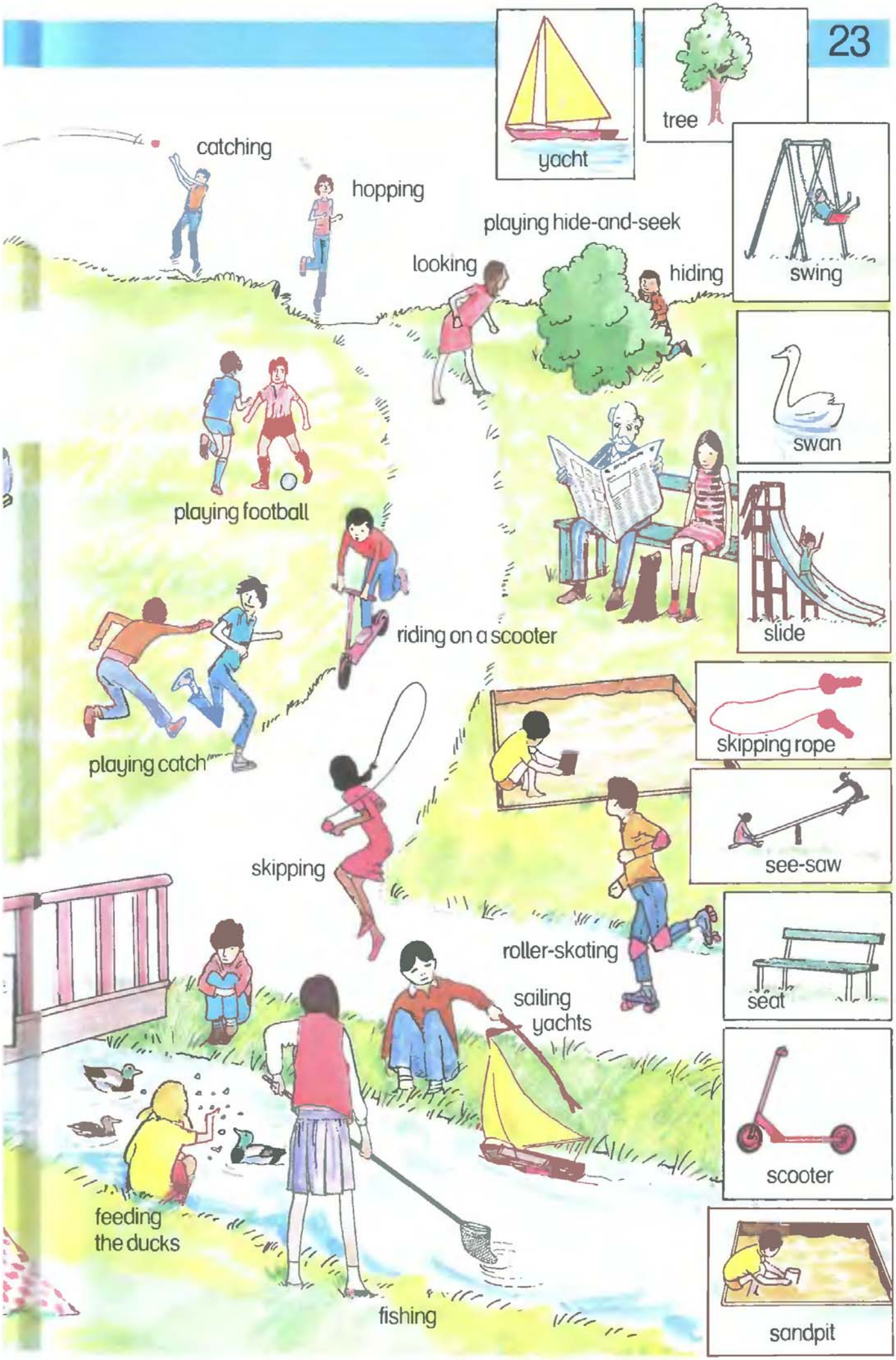
smiling

Places in the school

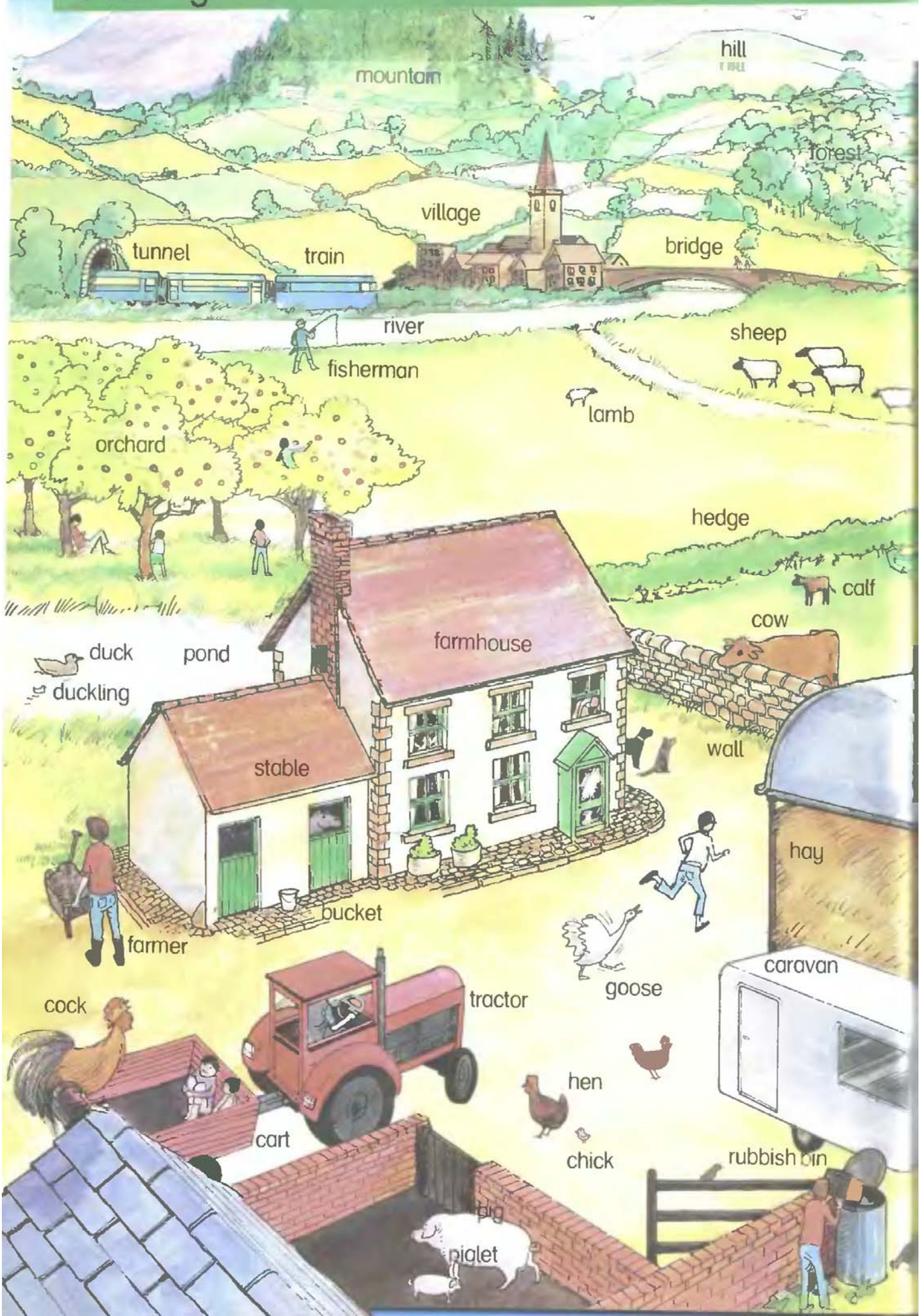
He's combing his hair.
Susan's choosing a book.
He's borrowing a book.
library
He's reading.
She's marking the books.
He's pouring the tea.
teachers' room
He's eating.
She's drinking.
She's speaking.
They're listening.
hall

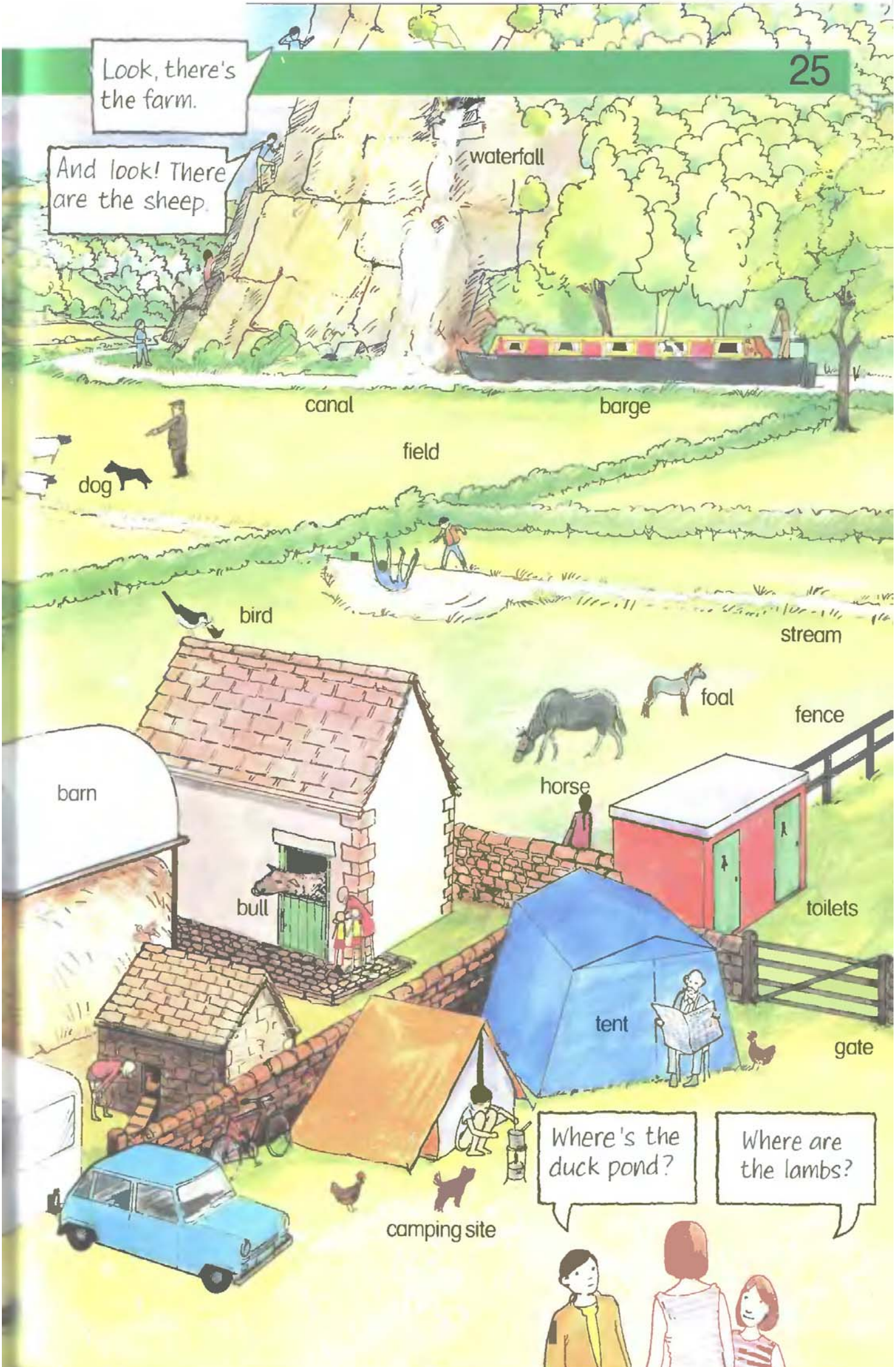
The park


bridge
ball
bush
dog
duck
flower
grass
kite
pushchair
roller skates
throwing
flying kites
fighting
sliding
swinging
What do you like doing?
I like sliding.
What's Jane doing?
sleeping
picnicking

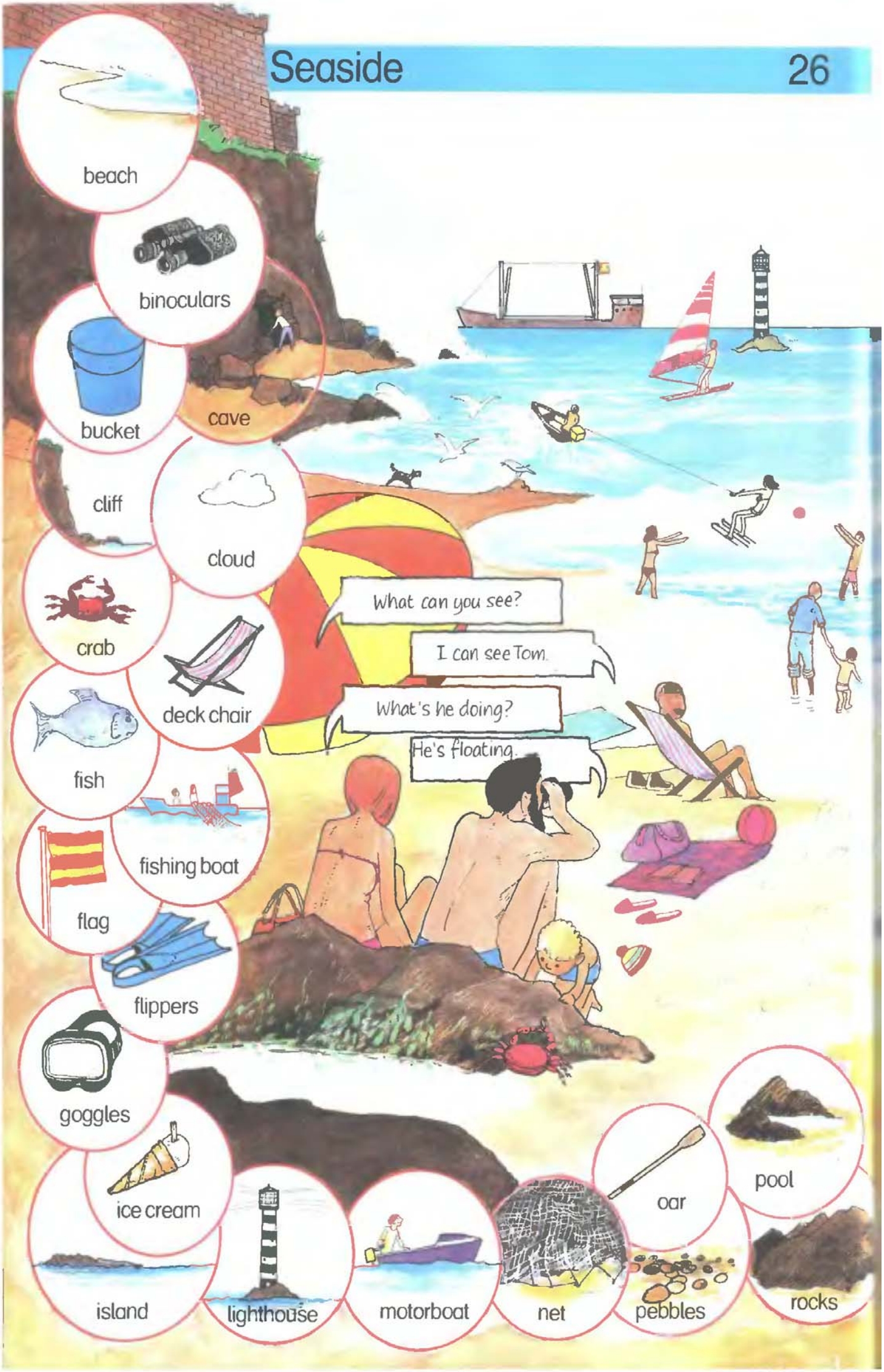

yacht
tree
catching
hopping
playing hide-and-seek
looking
hiding
swing
swan
playing football
slide
riding on a scooter
skipping rope
playing catch
see-saw
skipping
roller-skating
seat
sailing yachts
scooter
feeding the ducks
fishing
sandpit

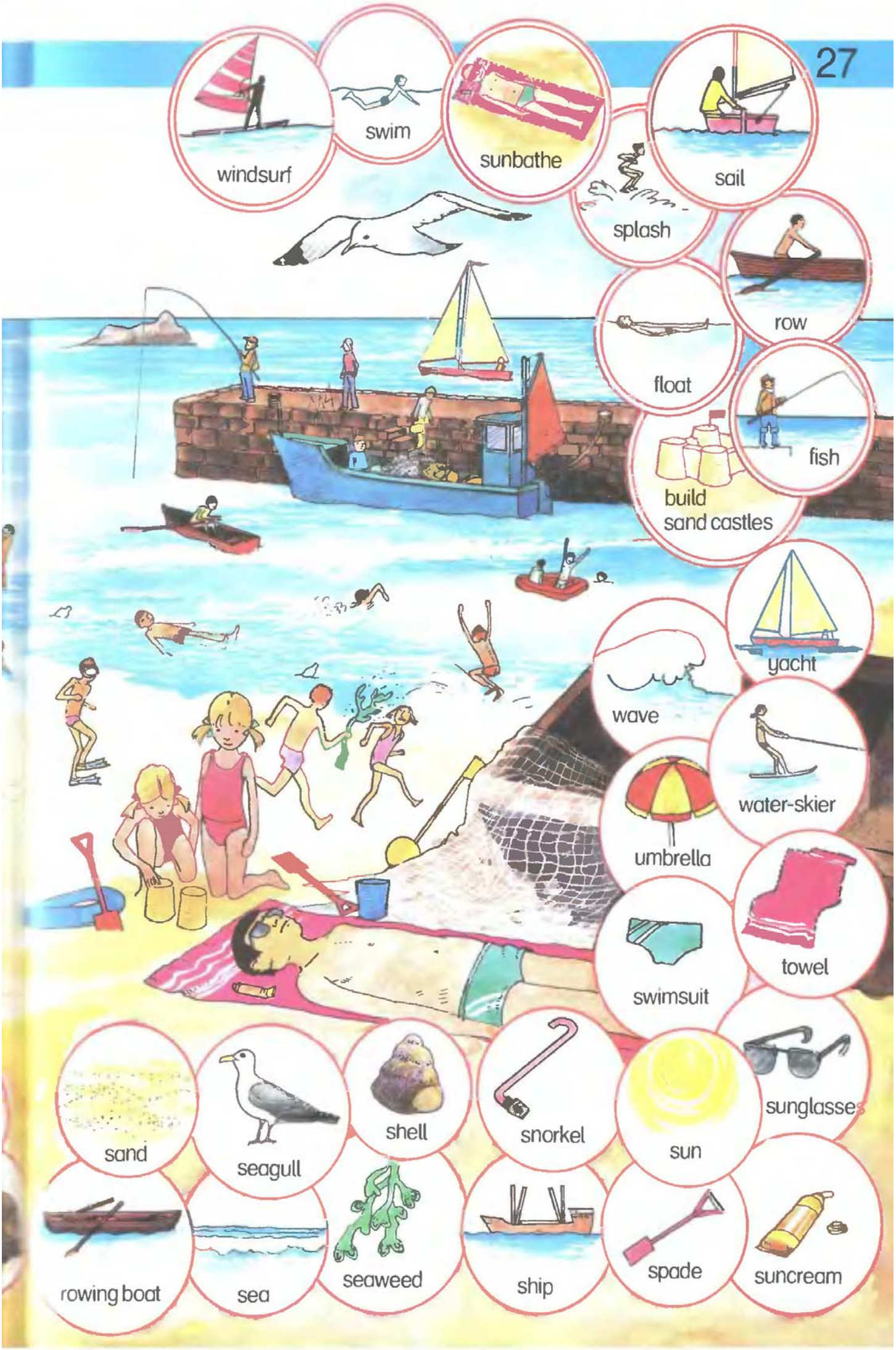
Country


mountain
hill
forest
village
tunnel
train
bridge
river
fisherman
sheep
lamb
orchard
hedge
calf
cow
farmhouse
duck
pond
duckling
wall
stable
hay
bucket
farmer
caravan
goose
tractor
cock
hen
cart
chick
rubbish bin
pig
piglet


Look, there's the farm.
And look! There are the sheep.
waterfall
canal
barge
field
dog
bird
stream
foal
fence
horse
barn
bull
toilets
tent
gate
camping site
Where's the duck pond?
Where are the lambs?

Seaside


beach
binoculars
bucket
cave
cliff
cloud
crab
deck chair
fish
fishing boat
flag
flippers
goggles
ice cream
island
lighthouse
motorboat
net
oar
pebbles
pool
rocks
What can you see?
I can see Tom.
What's he doing?
He's floating.


windsurf
swim
sunbathe
sail
splash
row
float
fish
build sand castles
yacht
wave
water-skier
umbrella
towel
swimsuit
sunglasses
sand
seagull
shell
snorkel
sun
rowing boat
sea
seaweed
ship
spade
suncream

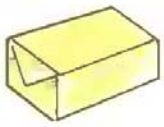
CHECKOUT
cashier
money
11.03
trolley
basket
Oh dear!
scales
Whoops!
handbag
bag
Oh!
Oh no!
VEGETABLES
purse
What's this mummy?
What are those, mummy?
It's a pineapple.
Melons.
FRUIT

packet of cereal

packet of sugar

packet of spaghetti

carton of milk


pack of butter

carton of yoghurt

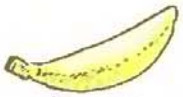
tin of soup

bottle of lemonade

jar of honey

box of eggs

apple


banana

cherry

grapefruit

grapes

melon

orange

peach

pear

pineapple

plum

raspberry

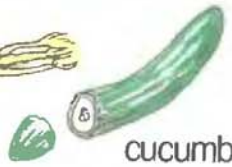
strawberry

cabbage

carrot

cauliflower

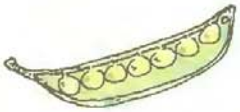
celery


cucumber

lettuce

mushroom

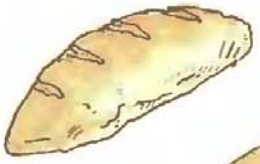
onion


peas

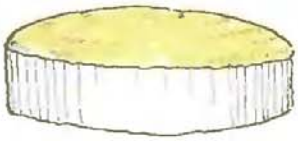
potato

tomato

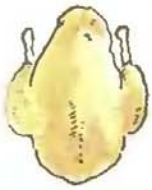
biscuit


bread

bun


cake

tart

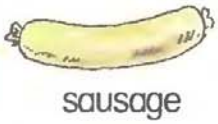

chicken

chop

fish

ham

pie


sausage

Breakfast

cereal

sugar

boiled egg
toast

milk

marmalade

grapefruit

juice

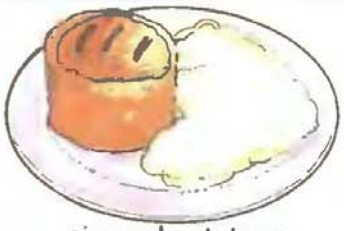
salt pepper

coffee

margarine

Lunch

hamburger and chips


pie and potatoes

pizza

salad

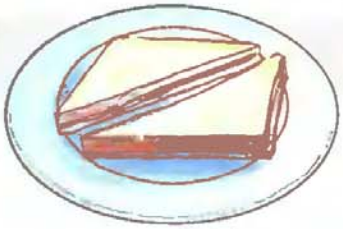
cheese

fruit

fruit juice

beer

Tea


sandwich

cake

pot of tea

tea

milk

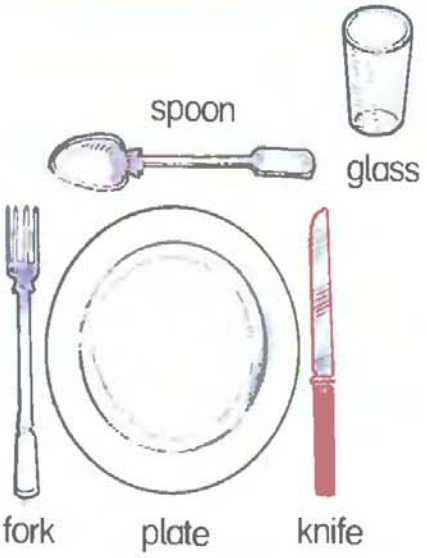
bread

butter

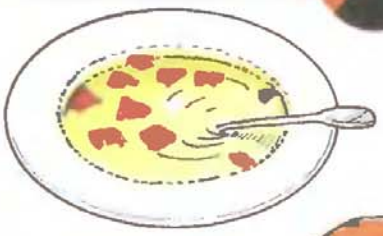
honey

jam

I like hamburgers.
Oh, I don't! I like pizzas.


spoon
glass
fork
plate
knife

Dinner


soup

roll

rice
chicken

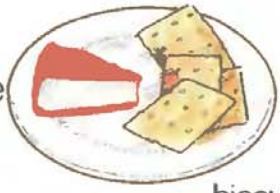
meat
chips

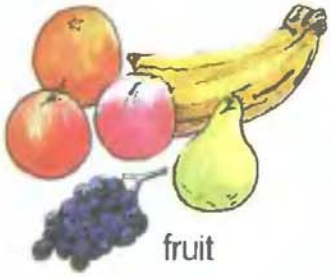
fish
mashed potatoes
peas

tomato sauce
cheese
spaghetti

salad

ice cream

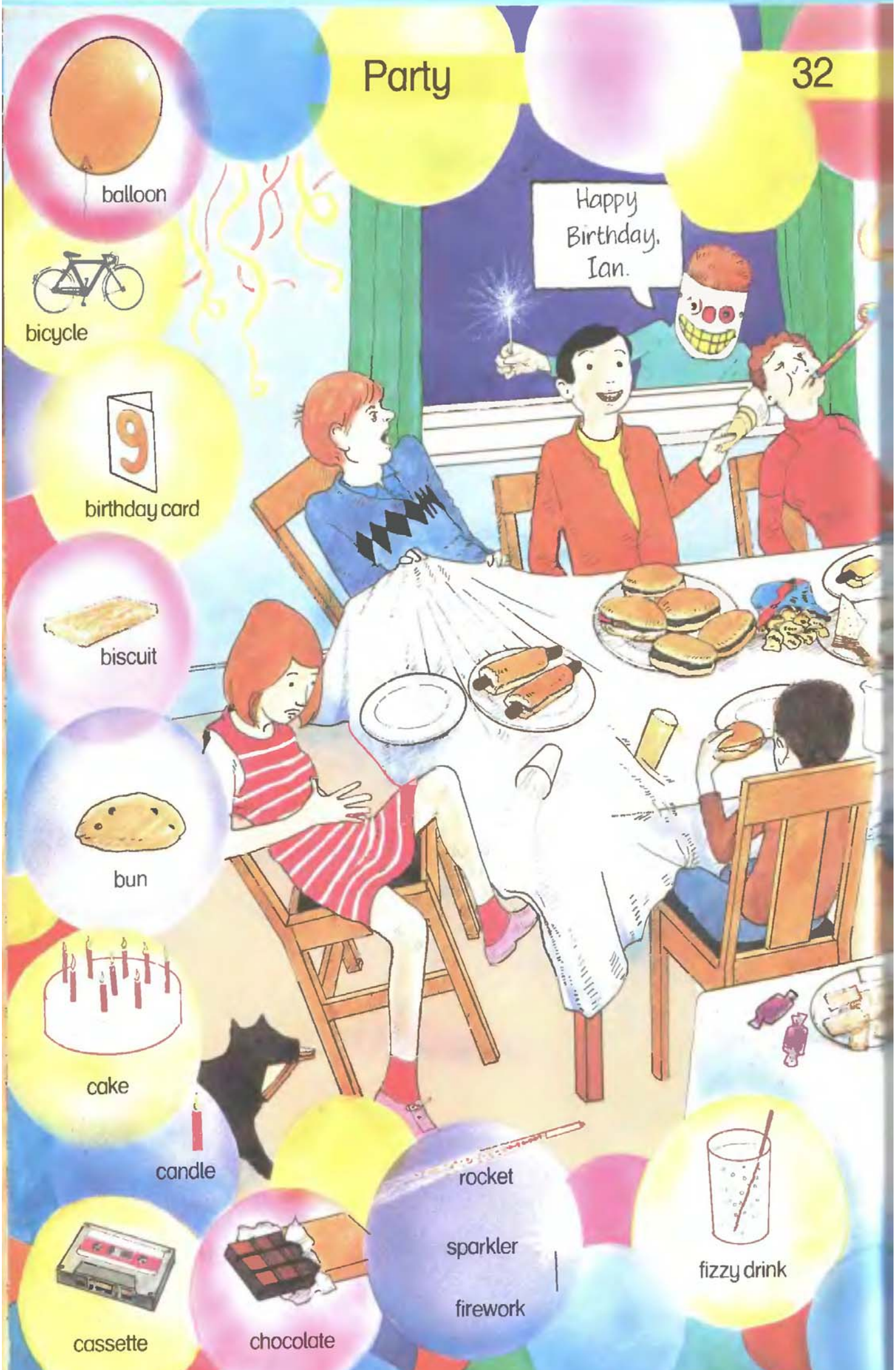

cheese
biscuits


fruit

wine

pie
cream

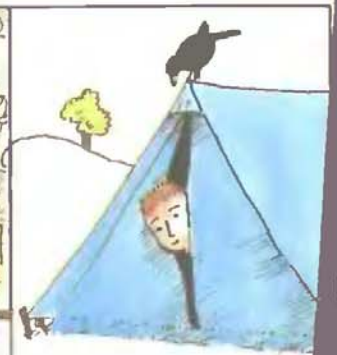
Party


Happy Birthday, Ian.
balloon
bicycle
9
birthday card
biscuit
bun
cake
candle
rocket
sparkler
firework
fizzy drink
cassette
chocolate

watch
sweet
straw
sandwich
Look at this!
Happy Birthday, dear Ian...
Oh dear.
present
What did he get for his birthday?
potato crisps
penknife
paper hat
orange juice
hot dog
model
hamburger
ice cream
milk shake

Hobbies and interests

acting



camping

collecting coins

collecting stamps

listening to music

listening to the radio

listening to records

looking after pets

playing chess

playing computer games

playing with my friends

taking photographs

talking

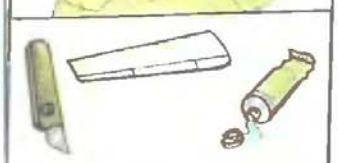
touring

cooking

dancing

gardening

going on picnics



making models

painting pictures

playing cards

playing the piano

reading

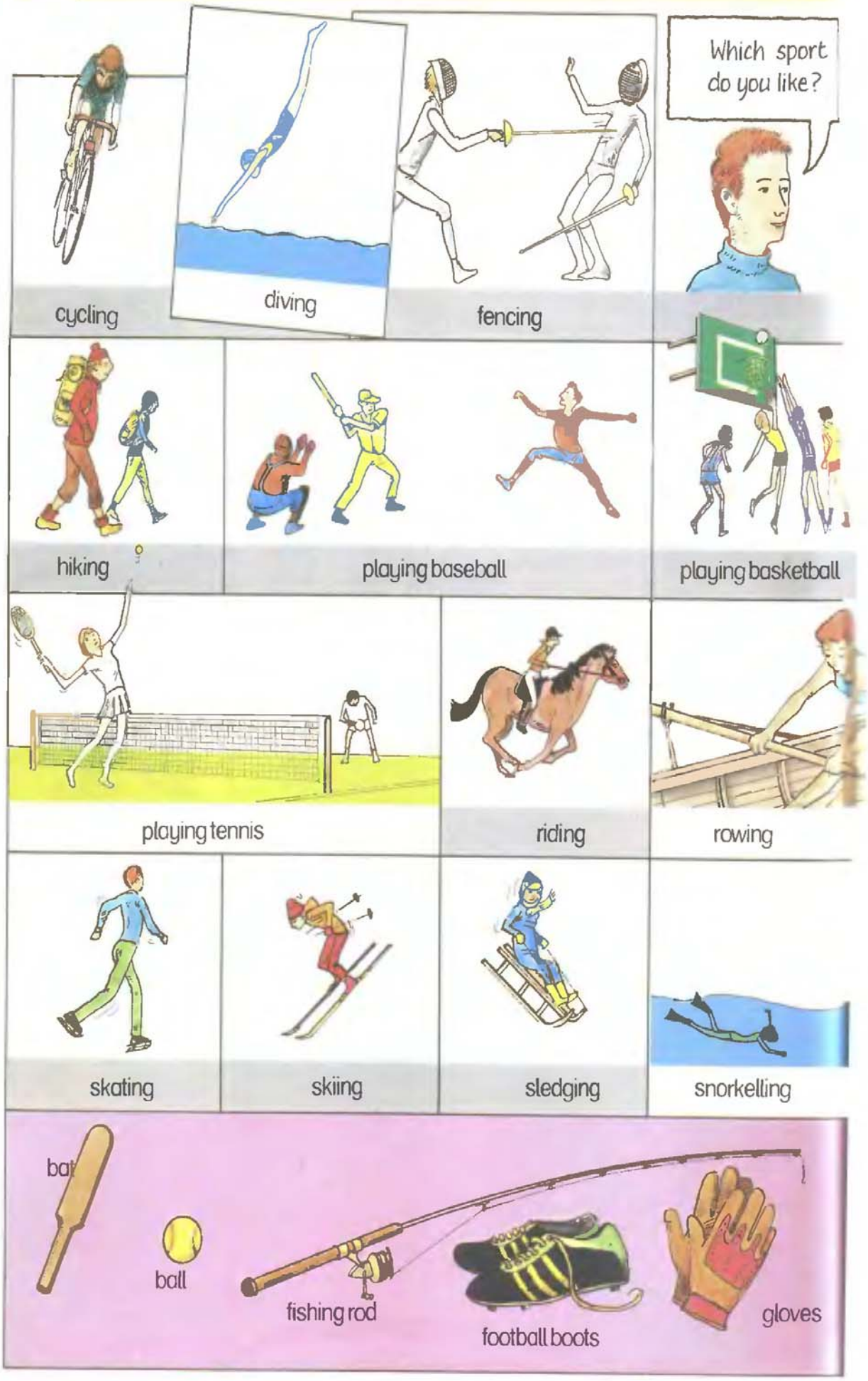
sewing

singing

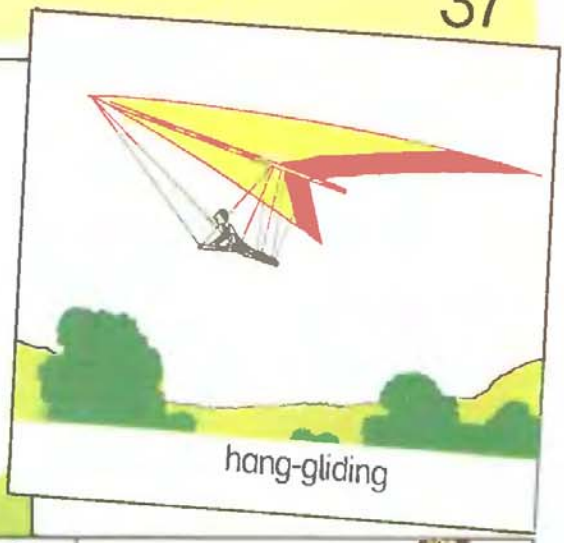
watching birds

watching films

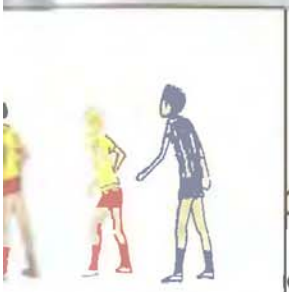
watching television


Which sport do you like?
cycling
diving
fencing
hiking
playing baseball
playing basketball
playing tennis
riding
rowing
skating
skiing
sledging
snorkelling
bat
ball
fishing rod
football boots
gloves

fishing



hang-gliding

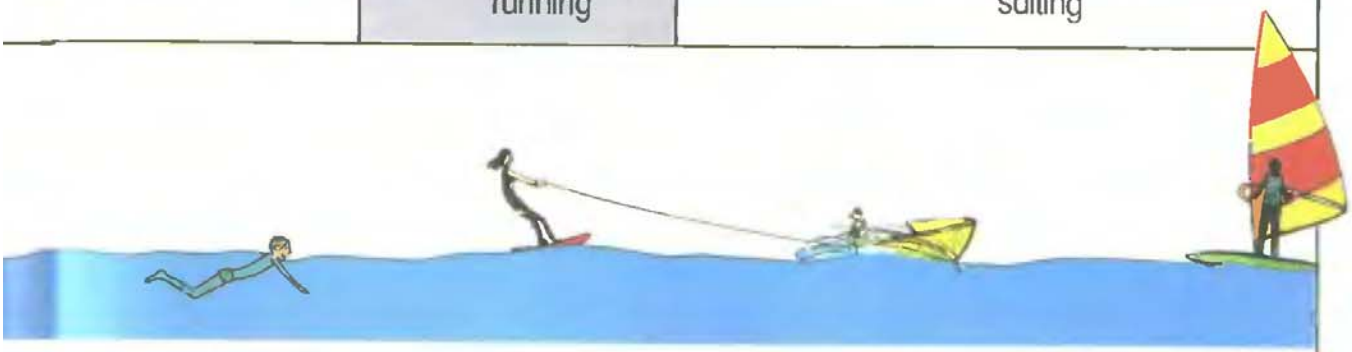


playing football

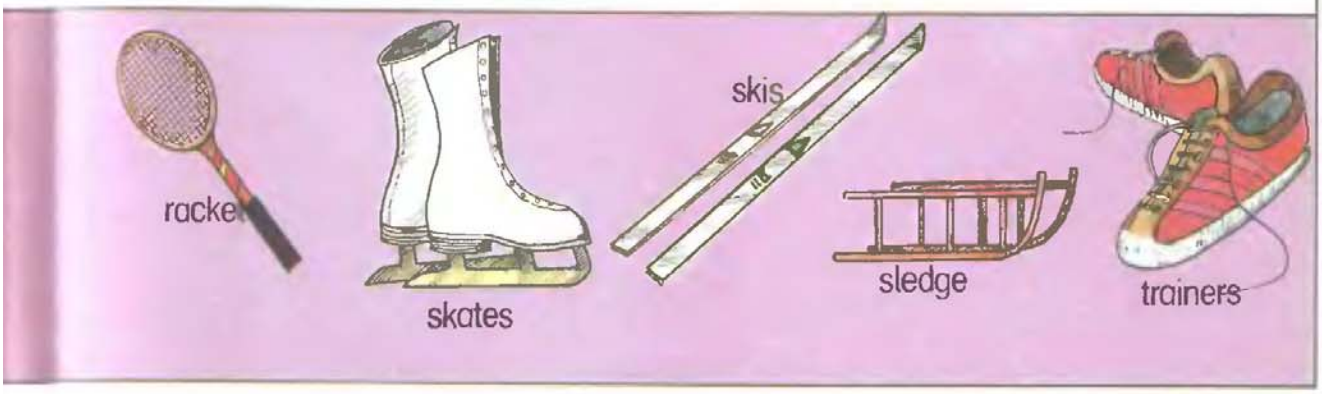
playing table tennis

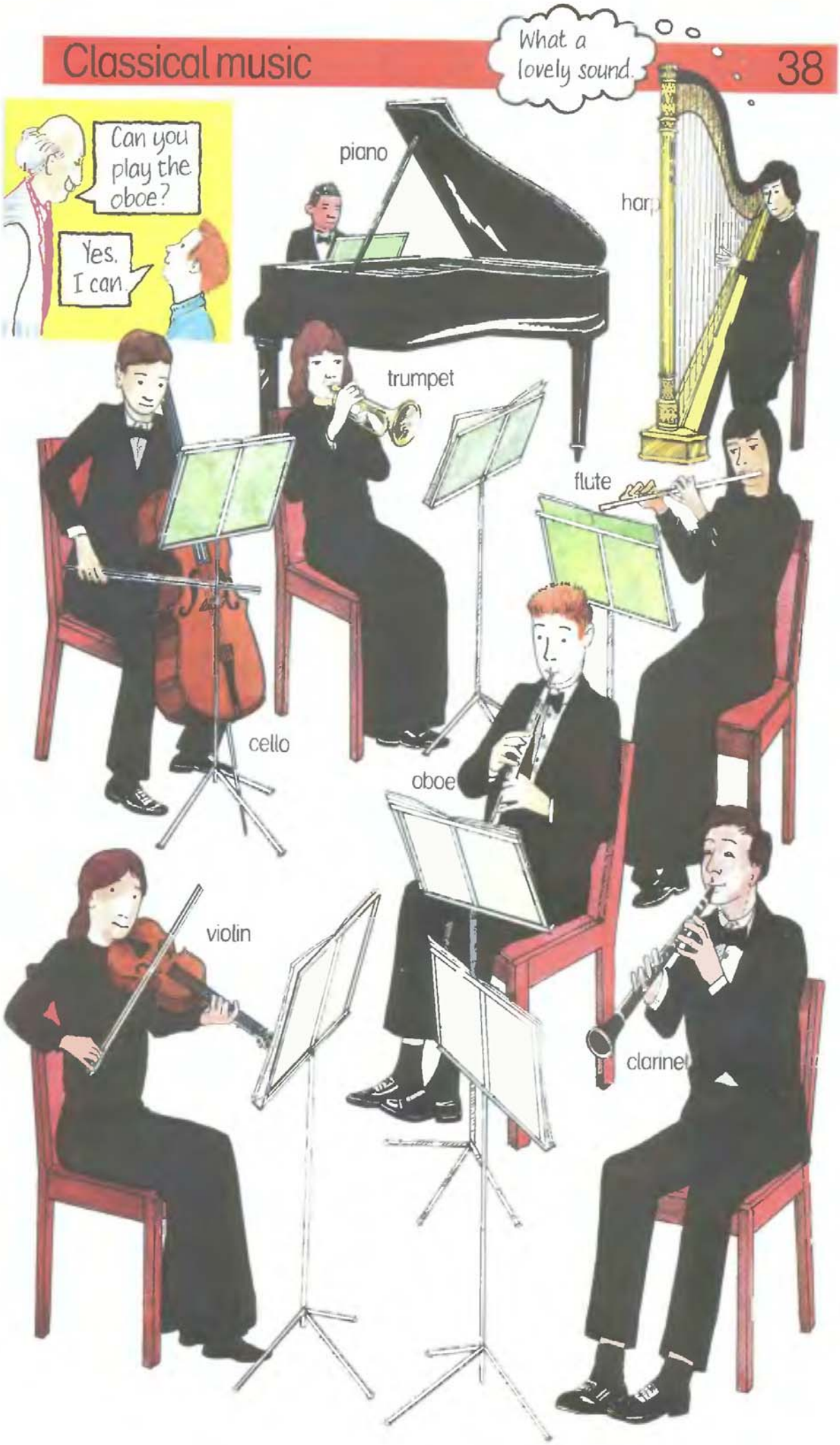
running

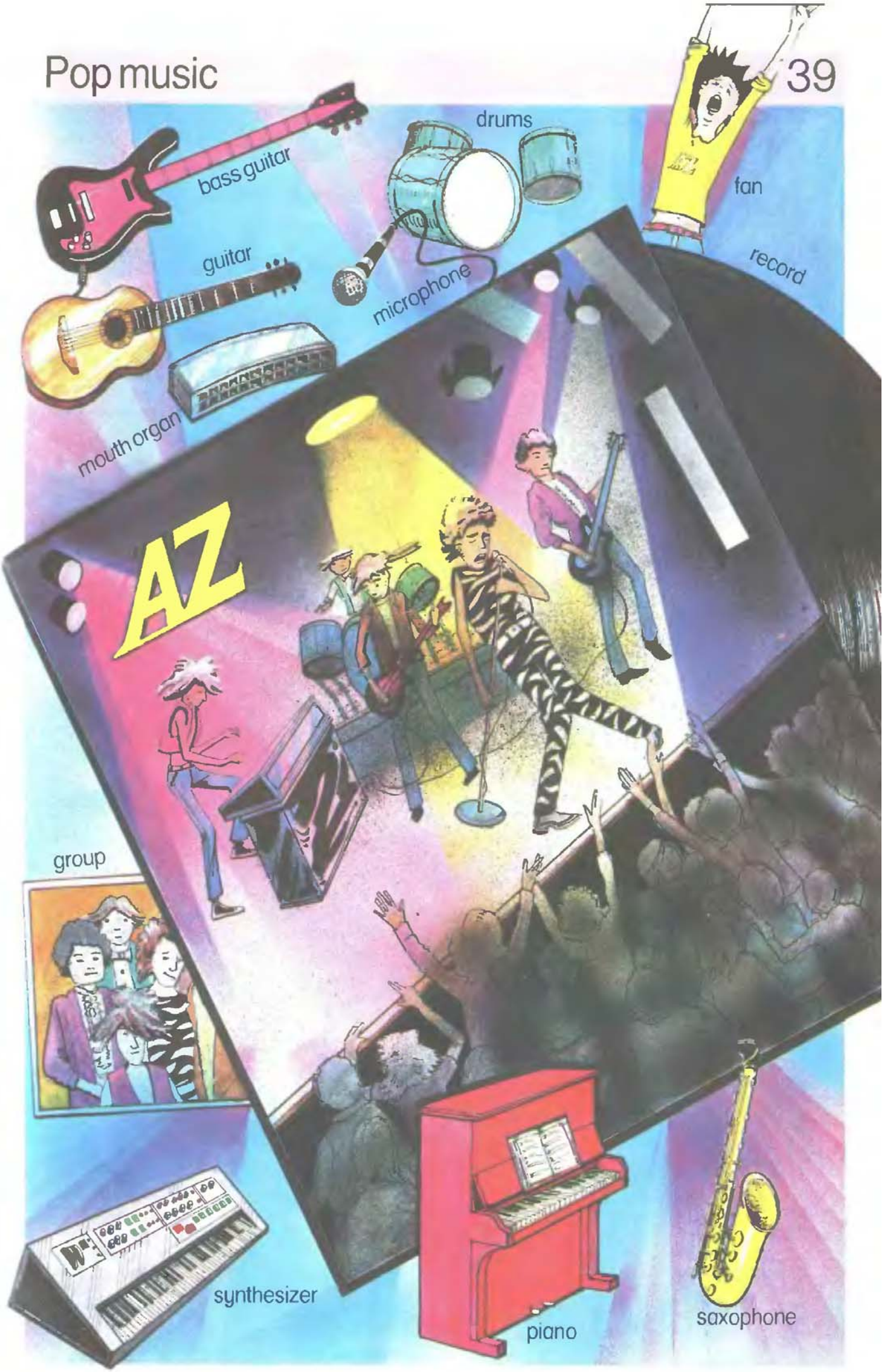
sailing



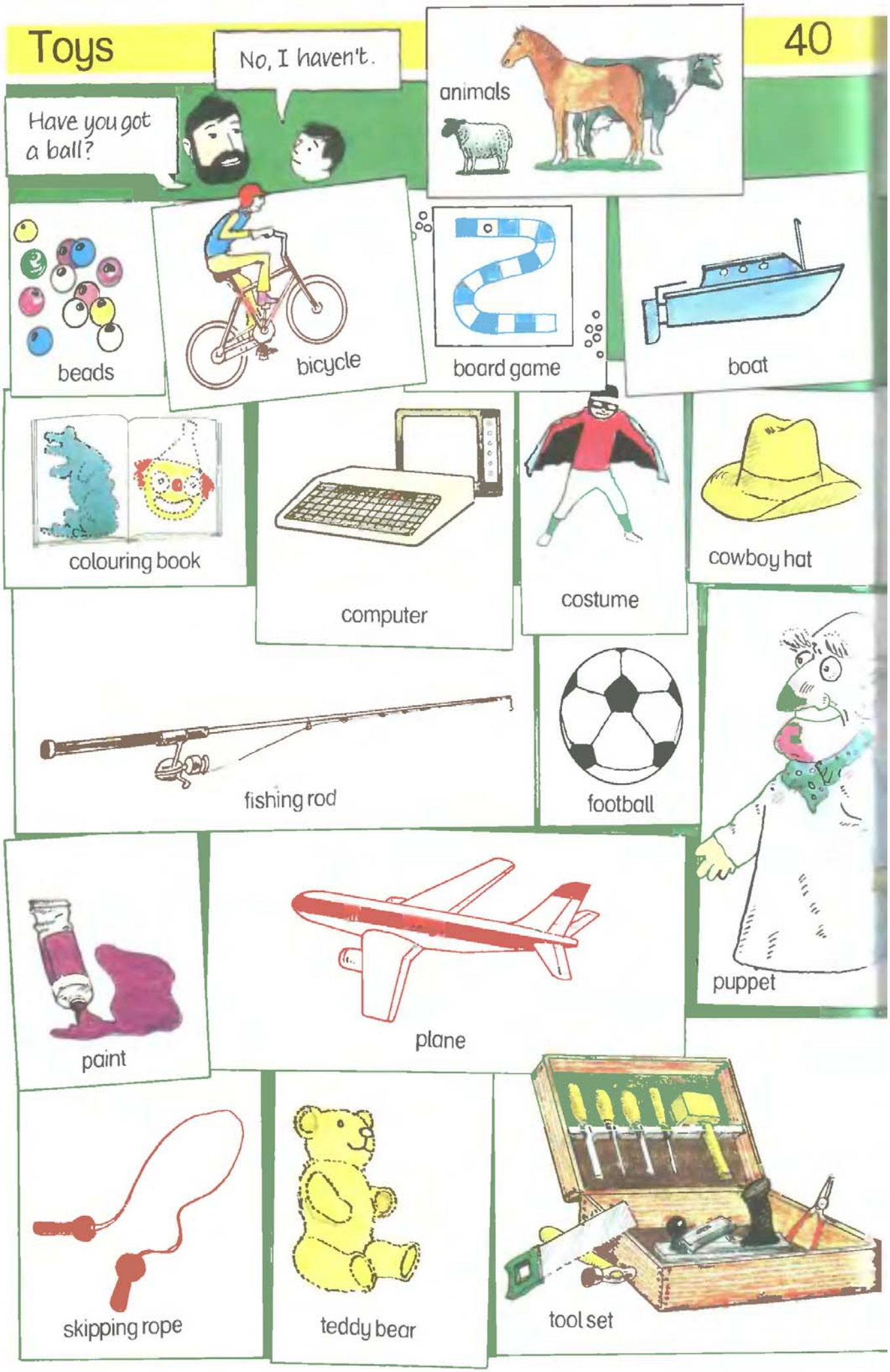
swimming water-skiing windsurfing




What a lovely sound.
Can you play the oboe?
Yes. I can.
piano
harp
trumpet
flute
cello
oboe
violin
clarinet


bass guitar
drums
fan
record
guitar
microphone
mouth organ
AZ
group
synthesizer
piano
saxophone

Toys


Have you got a ball?
No, I haven't.
animals
beads
bicycle
board game
boat
colouring book
computer
costume
cowboy hat
fishing rod
football
puppet
paint
plane
skipping rope
teddy bear
tool set

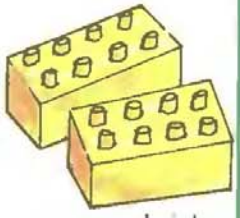
arrows

ball

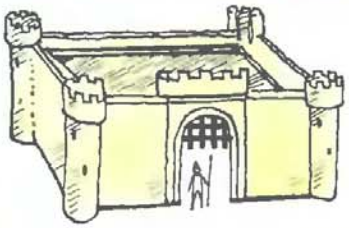
bat

battery

bow


bricks

car


castle

dice

doll

doll's house

drum

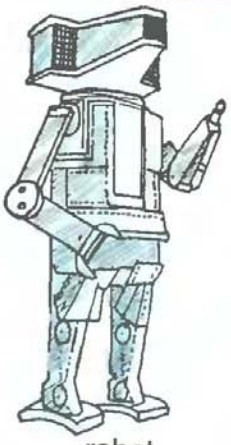
kite

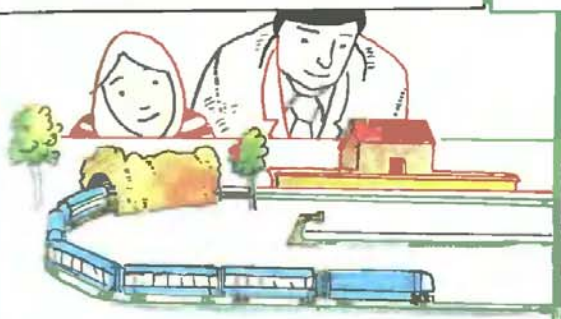
jigsaw puzzle

marbles

recorder

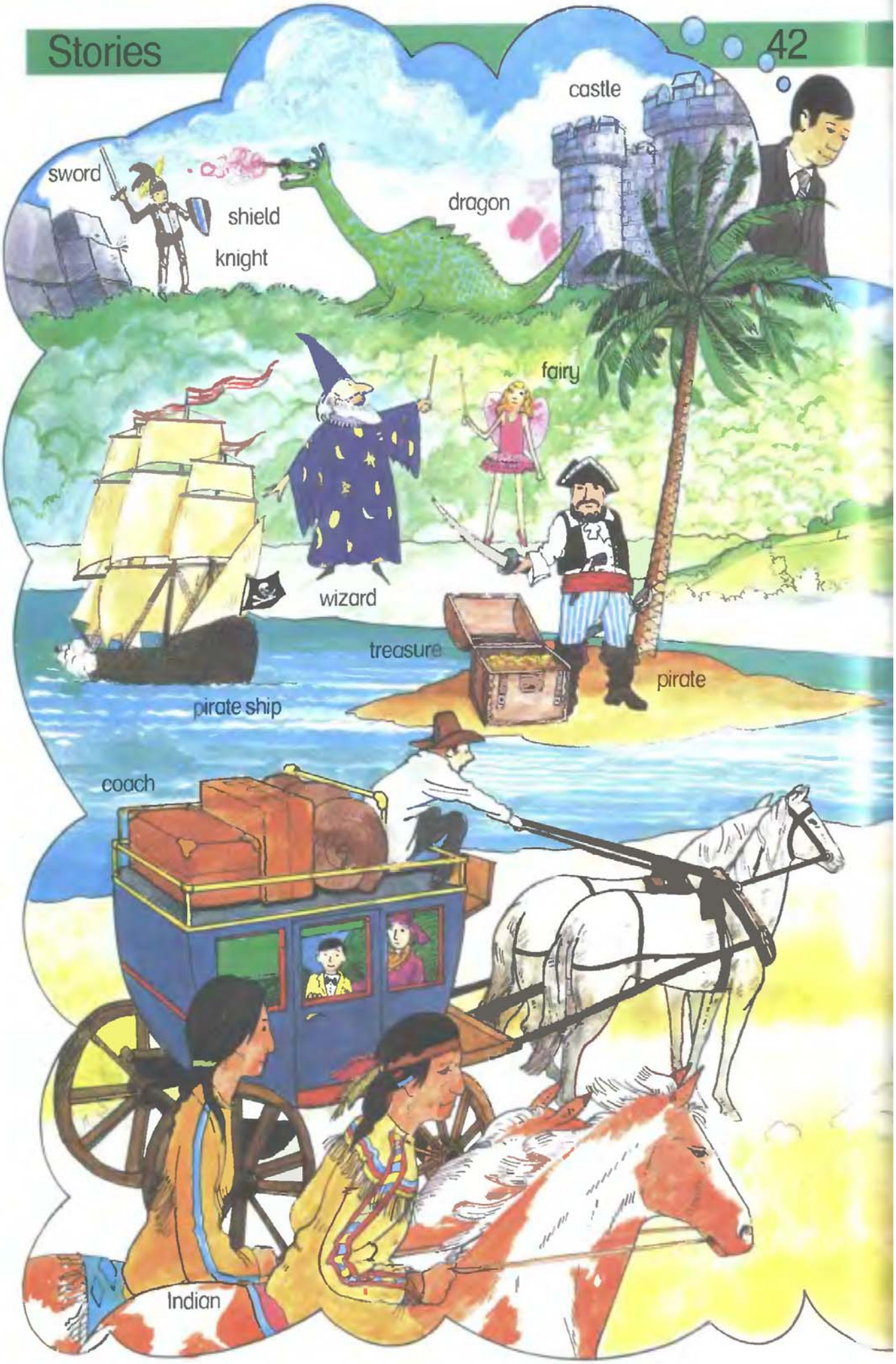
roller skates

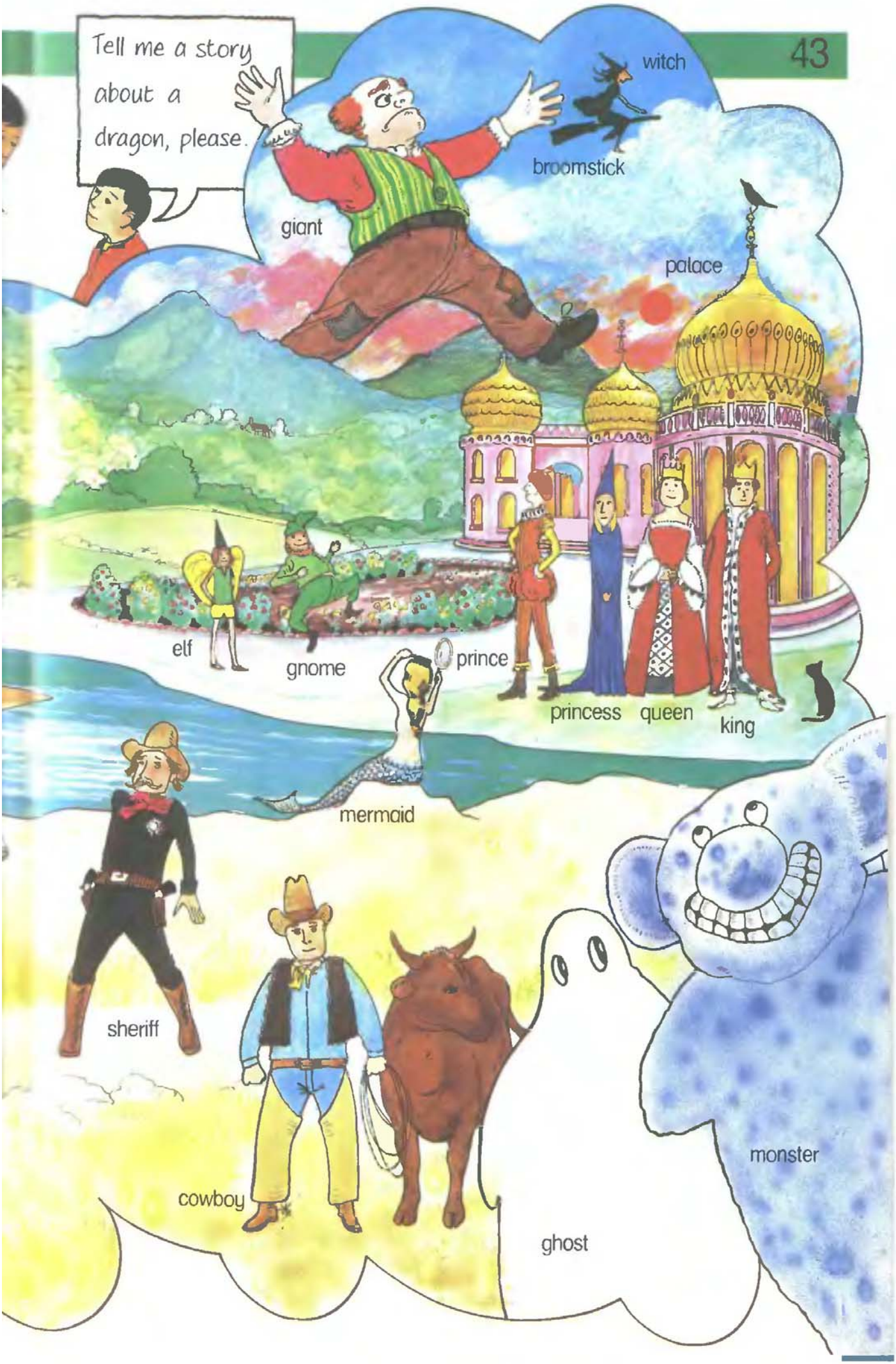

robot


train set

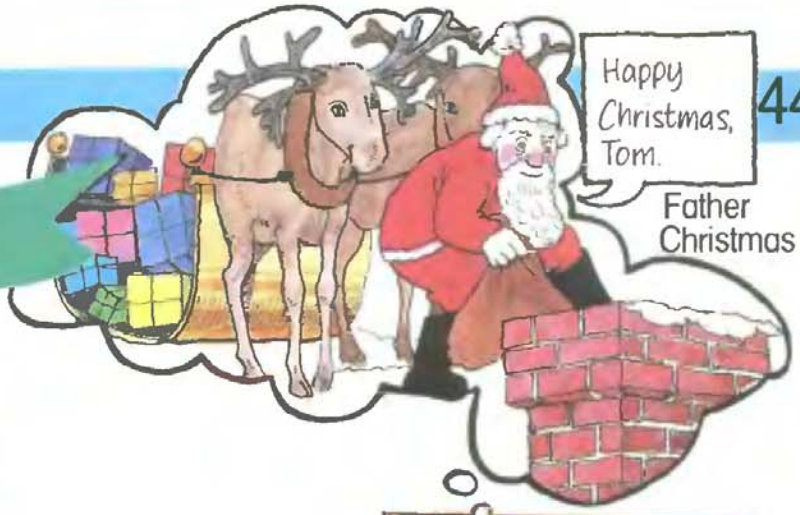
walkie-talkie

whistle


castle
sword
shield
knight
dragon
fairy
wizard
treasure
pirate
pirate ship
coach
Indian


Tell me a story about a dragon, please.
witch
broomstick
giant
palace
elf
gnome
prince
princess
queen
king
mermaid
sheriff
cowboy
ghost
monster

Christmas



Father Christmas

fairy

lights

candle

stocking

sack

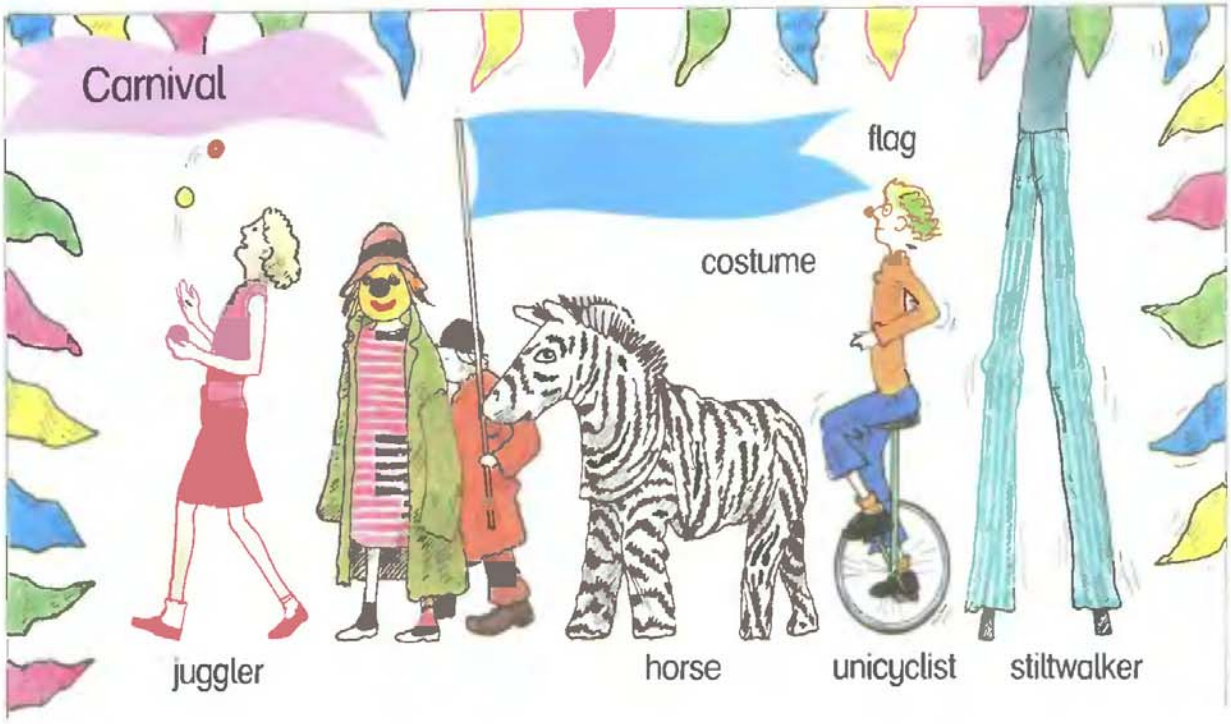
Christmas card

present

Christmas pudding

Christmas cake

Carnival



flag

costume

juggler

horse

unicyclist

stiltwalker

Halloween

wizard's hat

mask

ghost

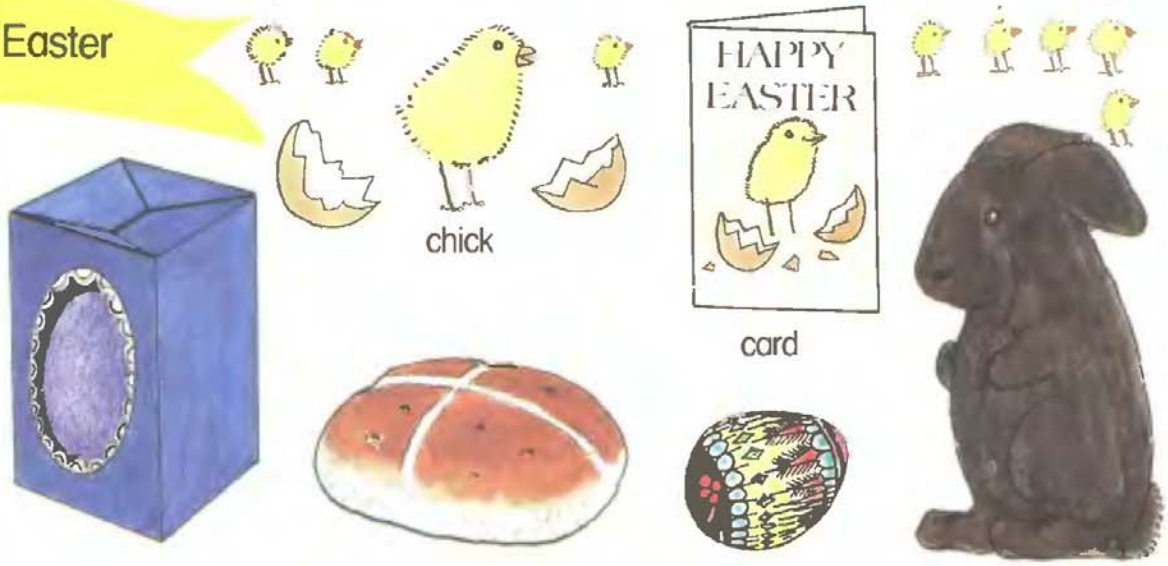
turnip lantern

witch

wizard

make-up

Easter



chick

card

Easter egg

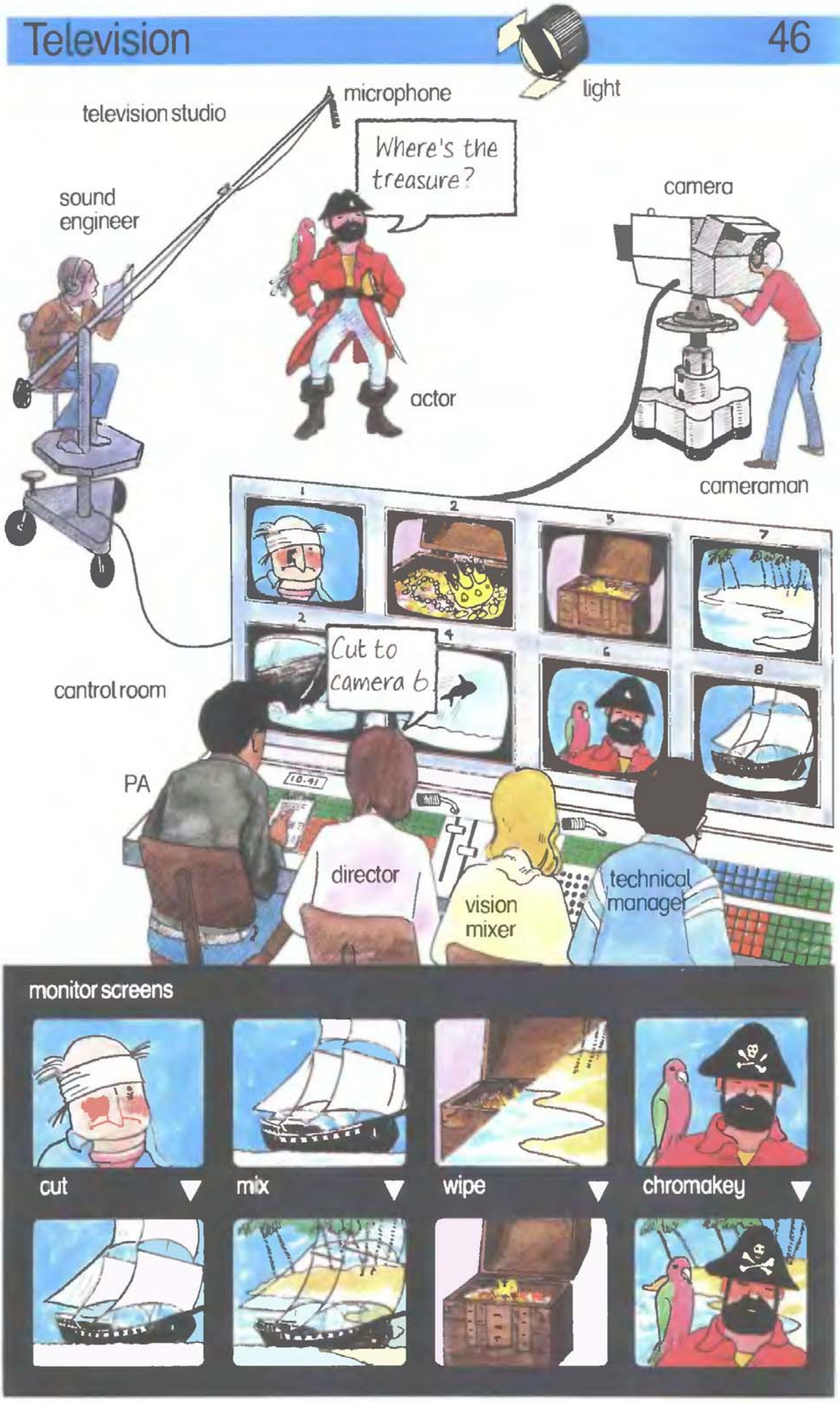
hot cross bun

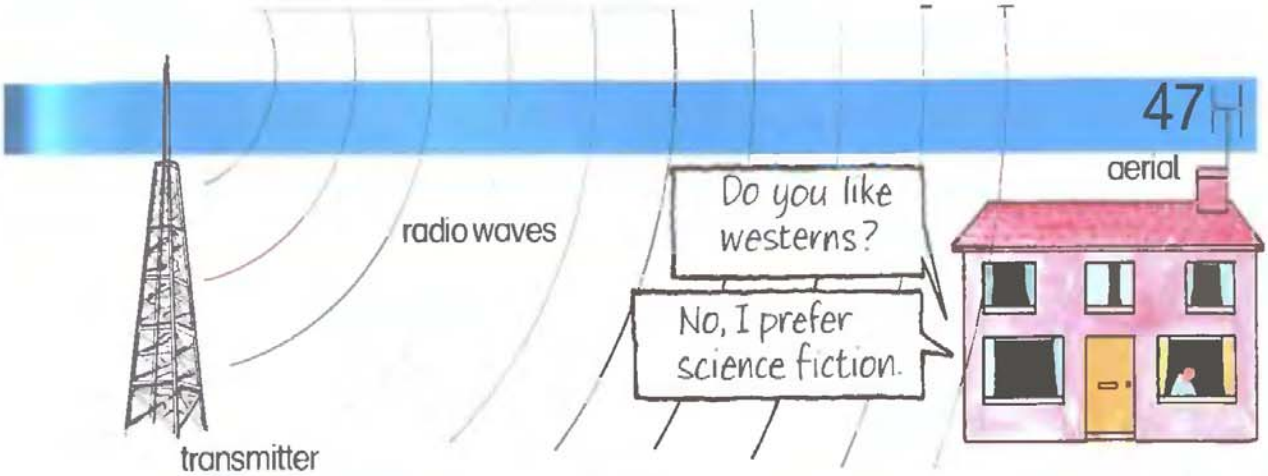
chocolate bunny

St Valentine's Day

card

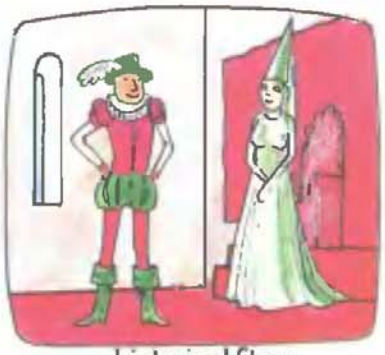
heart


television studio
microphone
light
Where's the treasure?
sound engineer
camera
actor
cameraman
Cut to camera 6
control room
PA
director
vision mixer
technical manager
monitor screens
cut
mix
wipe
chromakey



westerns

science fiction


historical films

quiz shows

sport

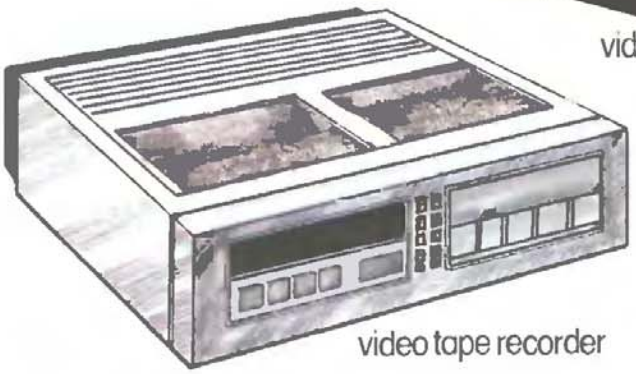
football

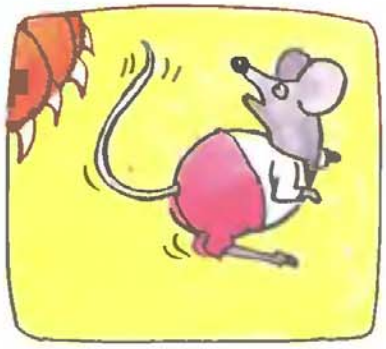
documentaries

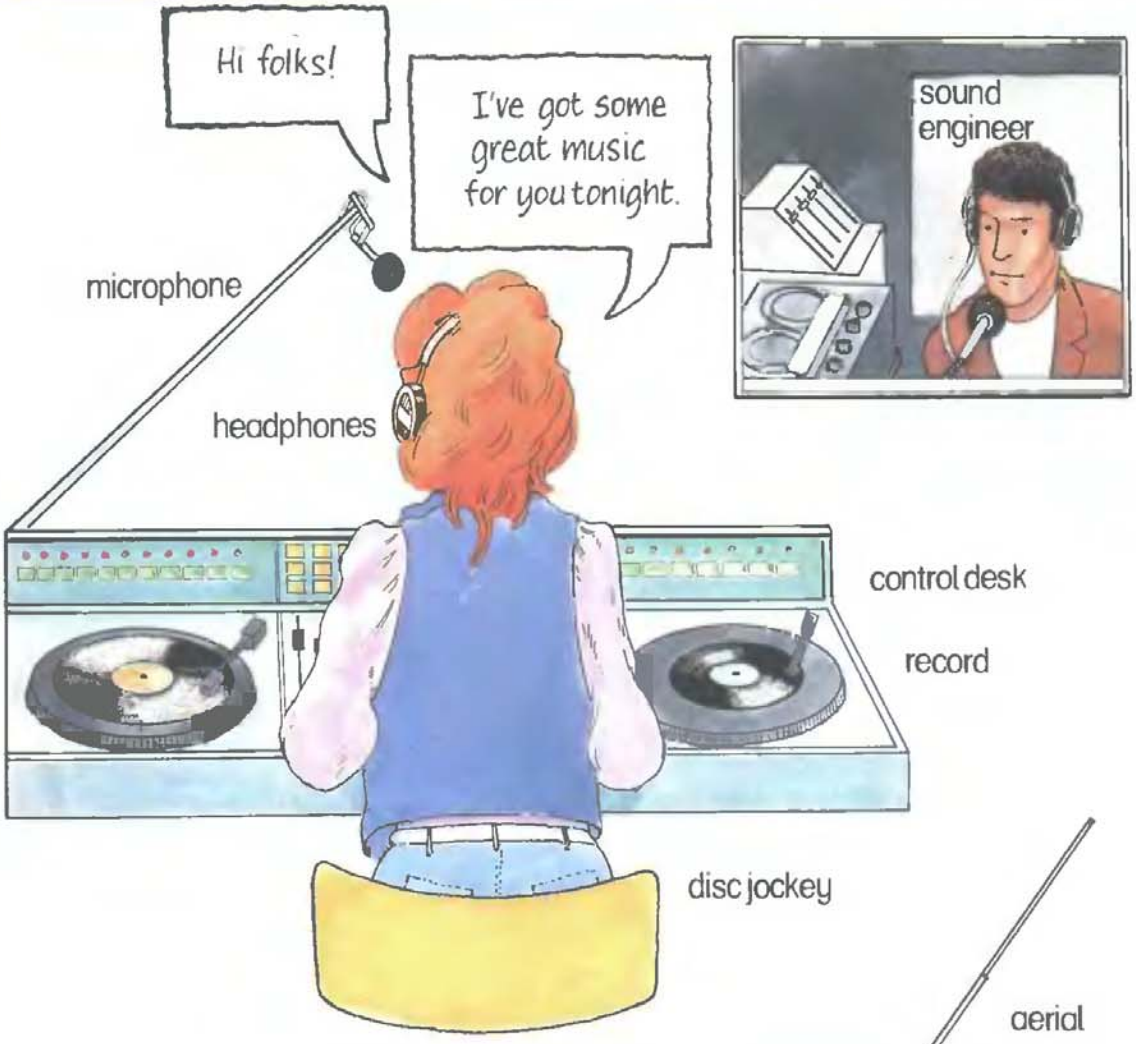
comedy

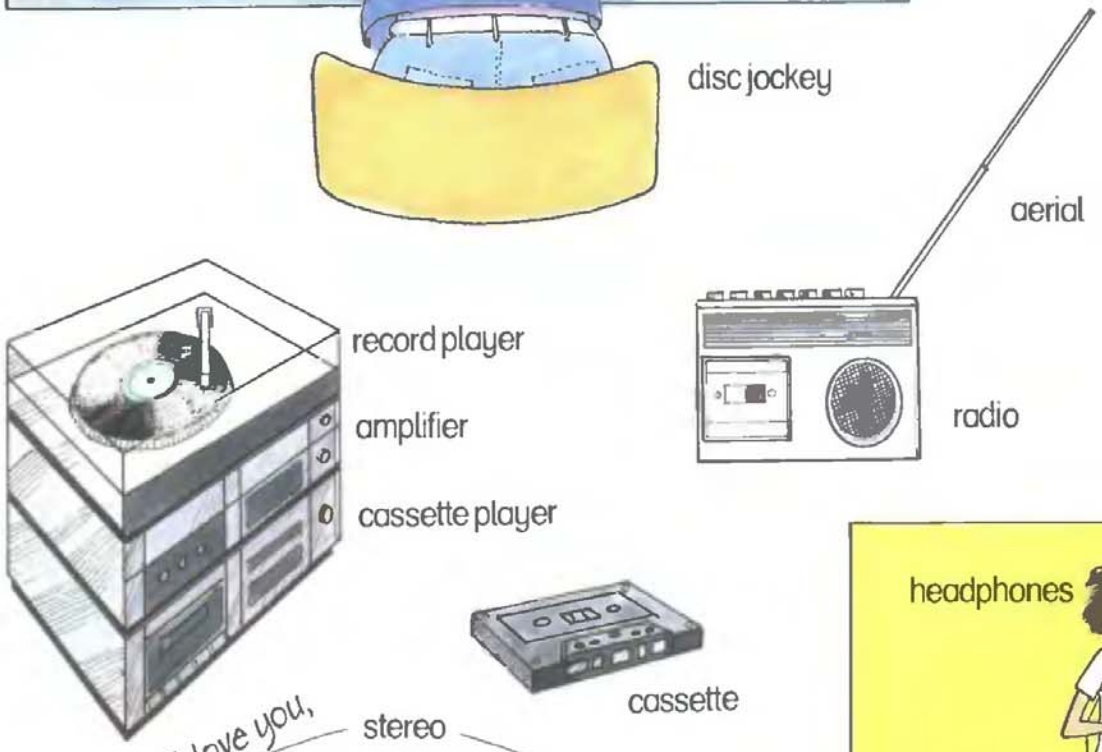
horror films

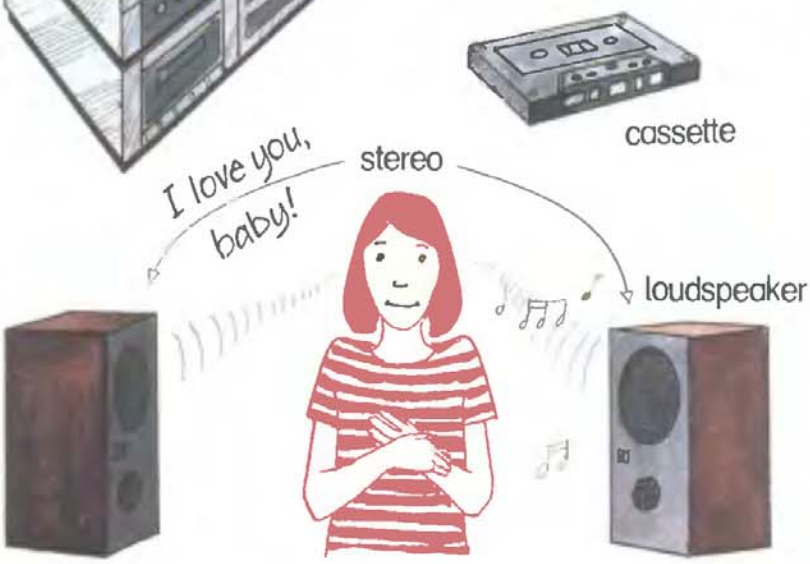
video tape

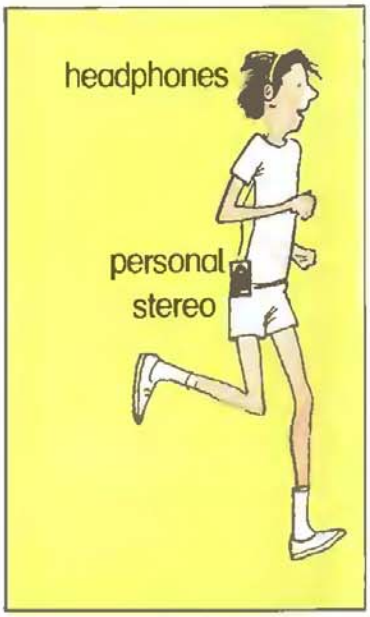

video tape recorder

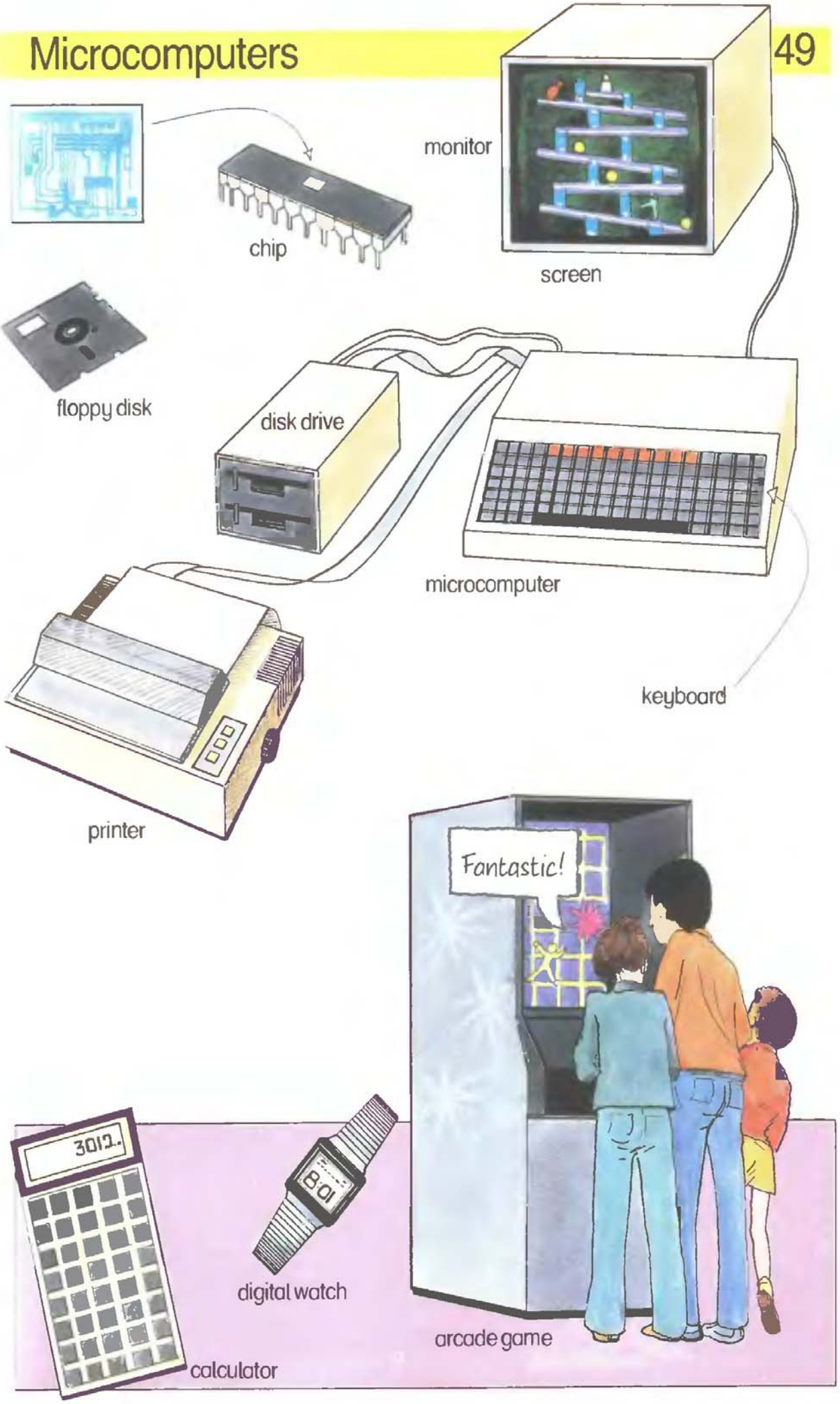

cartoons

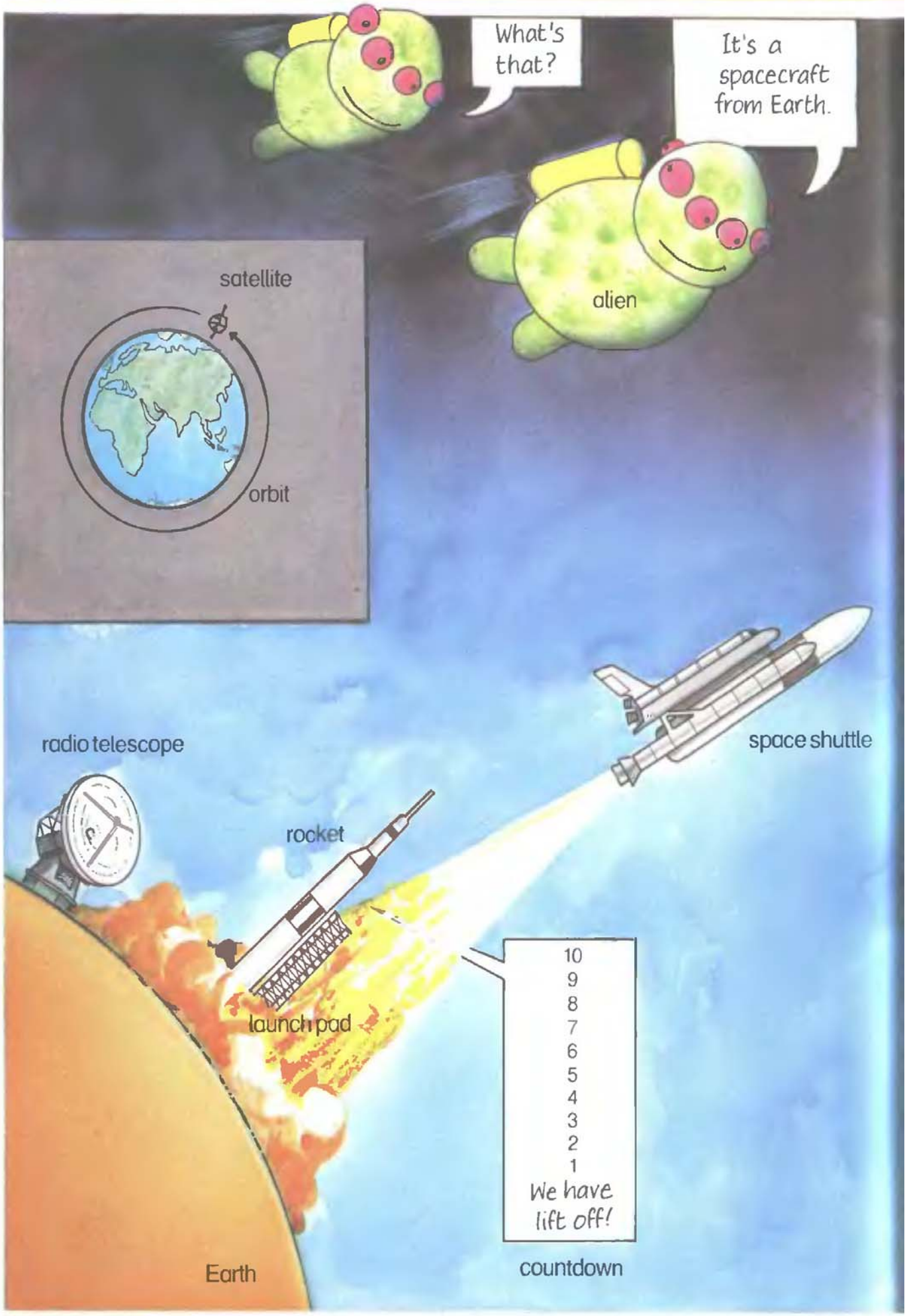

Hi folks!
I've got some great music for you tonight.
sound engineer
microphone
headphones
control desk
record
disc jockey

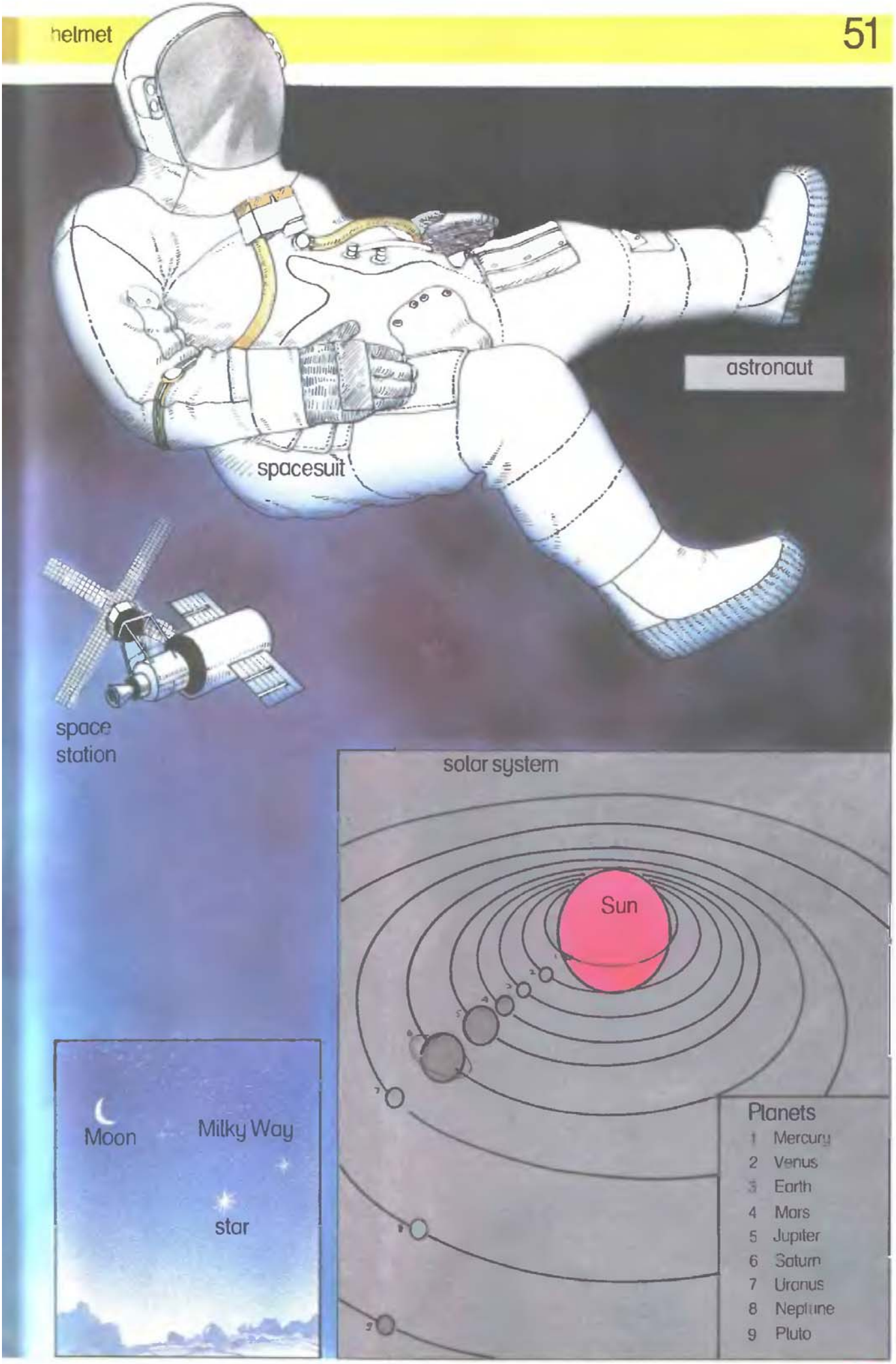

aerial
record player
amplifier
cassette player
radio

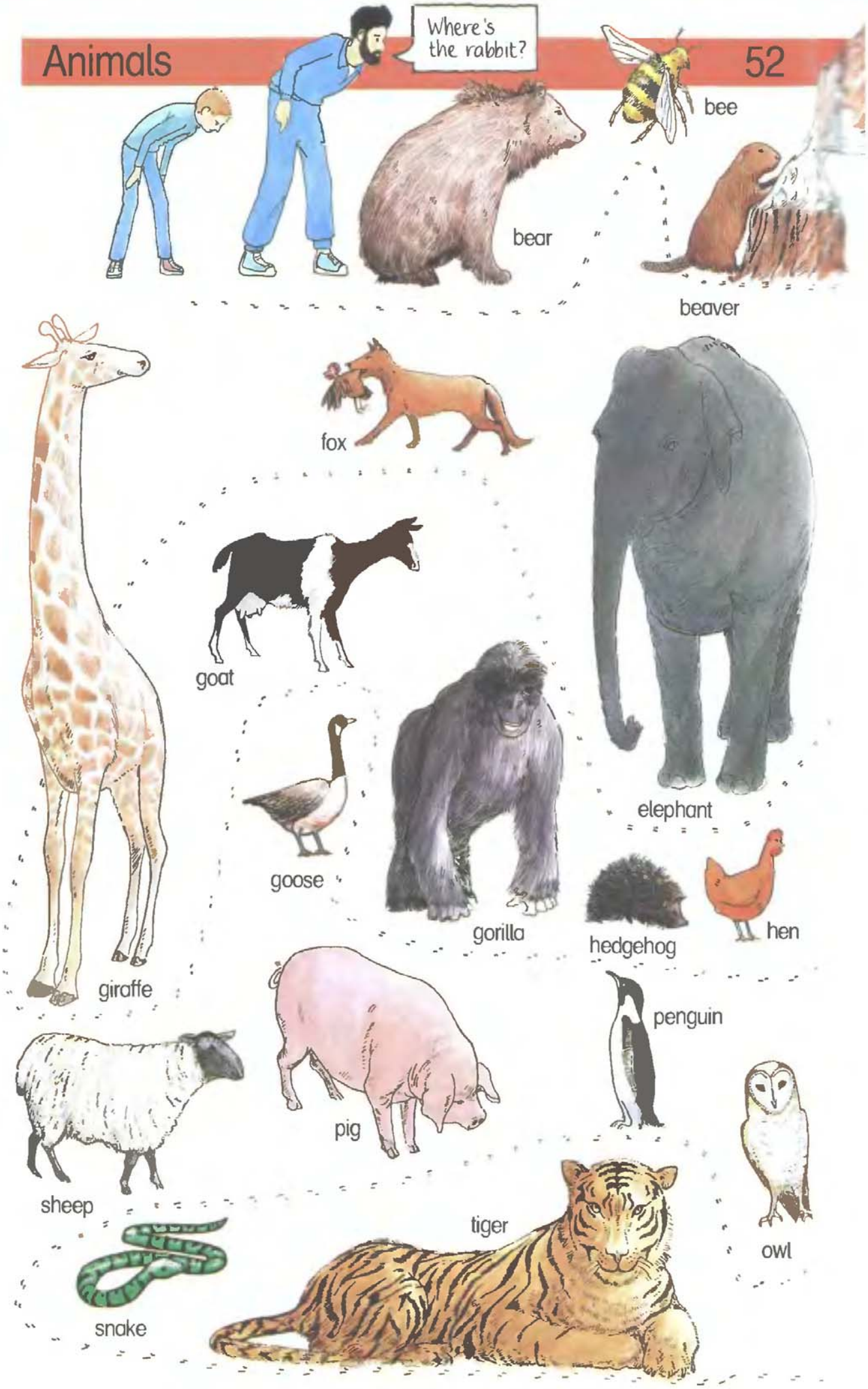

cassette
I love you, baby!
stereo
loudspeaker

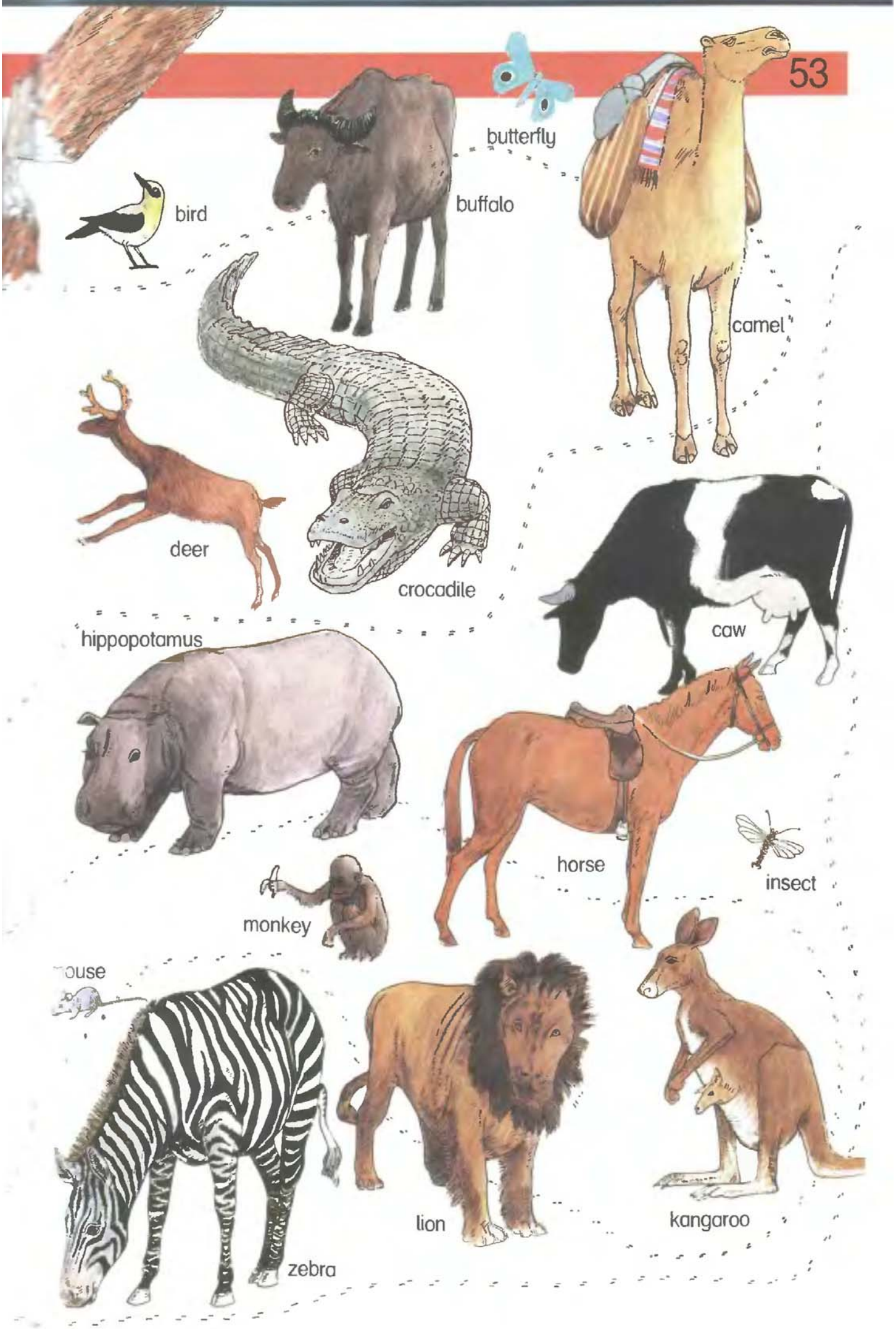

headphones
personal stereo

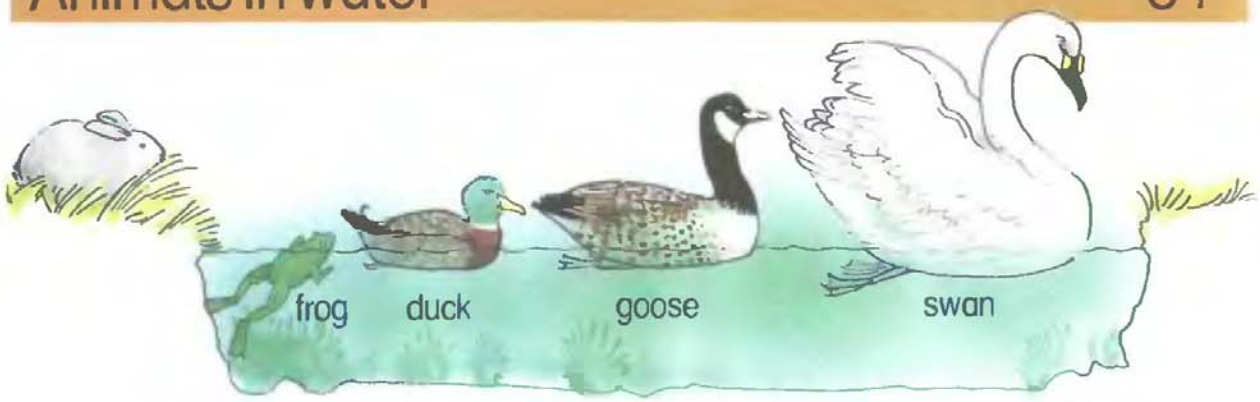

monitor
chip
screen
floppy disk
disk drive
microcomputer
keyboard
printer
Fantastic!
3012.
8:01
digital watch
arcade game
calculator


What's that?
It's a spacecraft from Earth.
alien
satellite
orbit
radio telescope
rocket
space shuttle
launch pad
10
9
8
7
6
5
4
3
2
1
We have lift off!
countdown
Earth

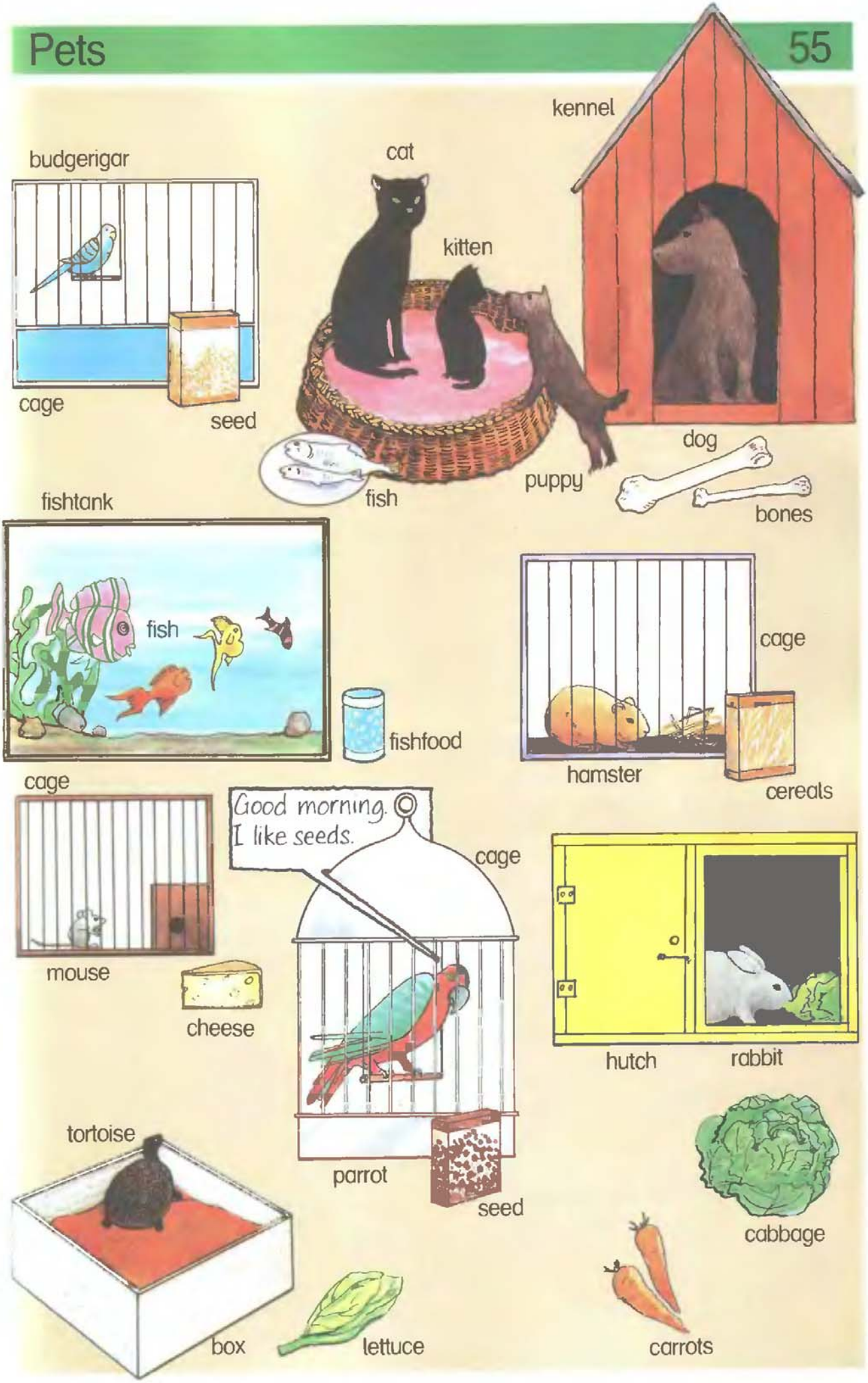

helmet
astronaut
spacesuit
space station
solar system
Sun
Planets
1 Mercury
2 Venus
3 Earth
4 Mars
5 Jupiter
6 Saturn
7 Uranus
8 Neptune
9 Pluto
Moon
Milky Way
star

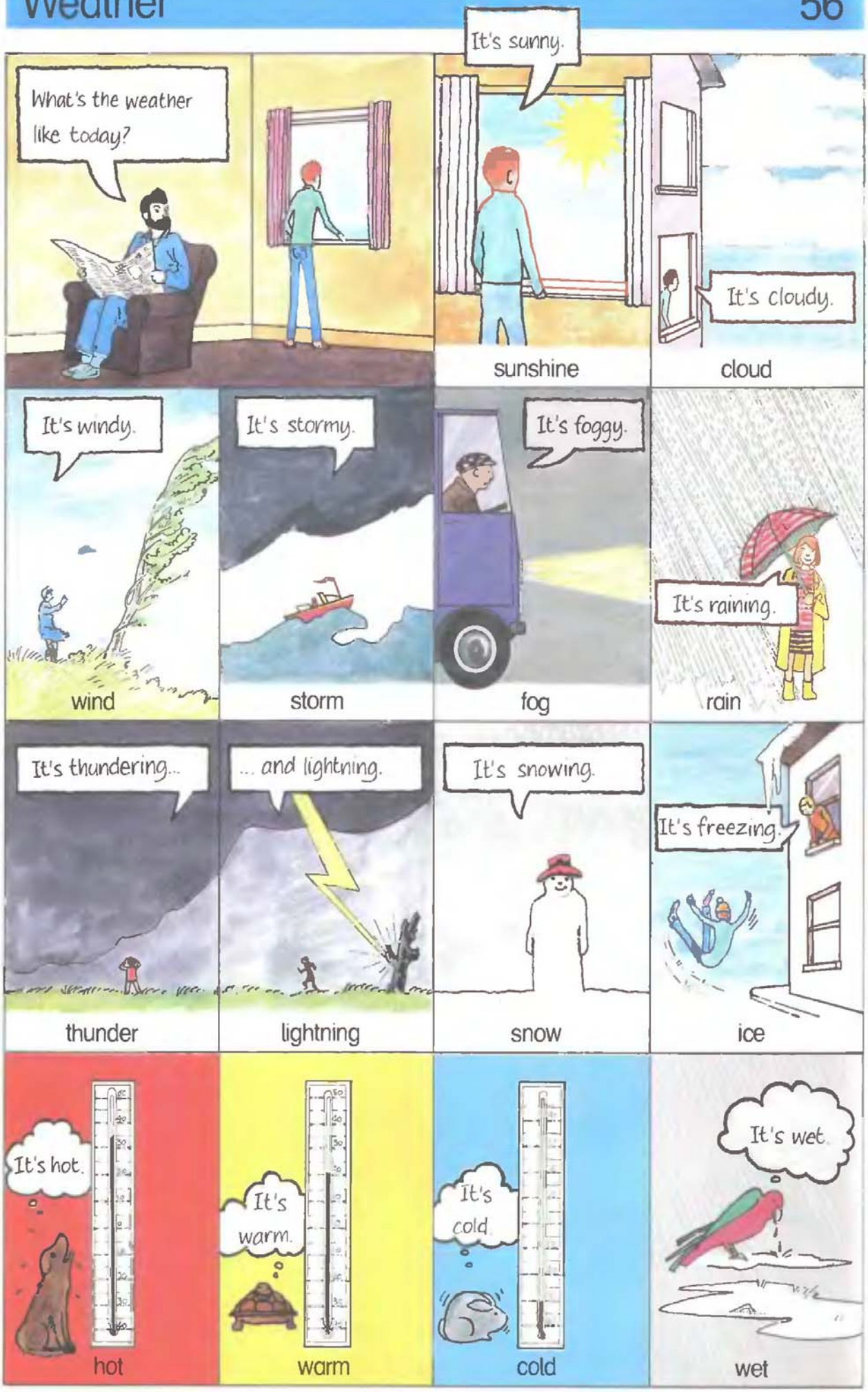

Where's the rabbit?
bee
bear
beaver
fox
goat
elephant
goose
gorilla
hedgehog
hen
giraffe
penguin
pig
sheep
tiger
owl
snake


butterfly
bird
buffalo
camel
deer
crocadile
caw
hippopotamus
horse
insect
monkey
mouse
zebra
lion
kangaroo

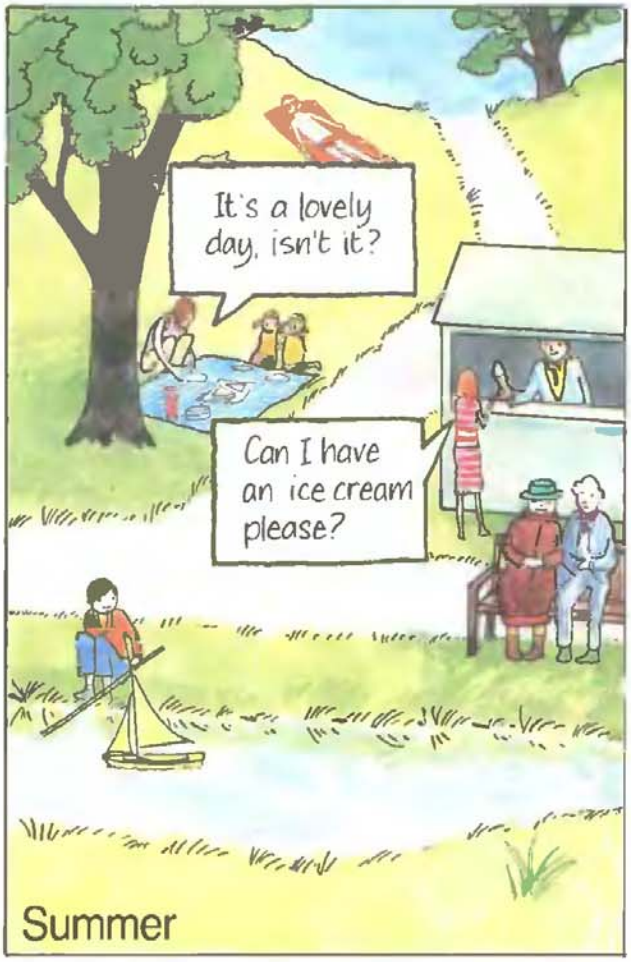

frog
duck
goose
swan

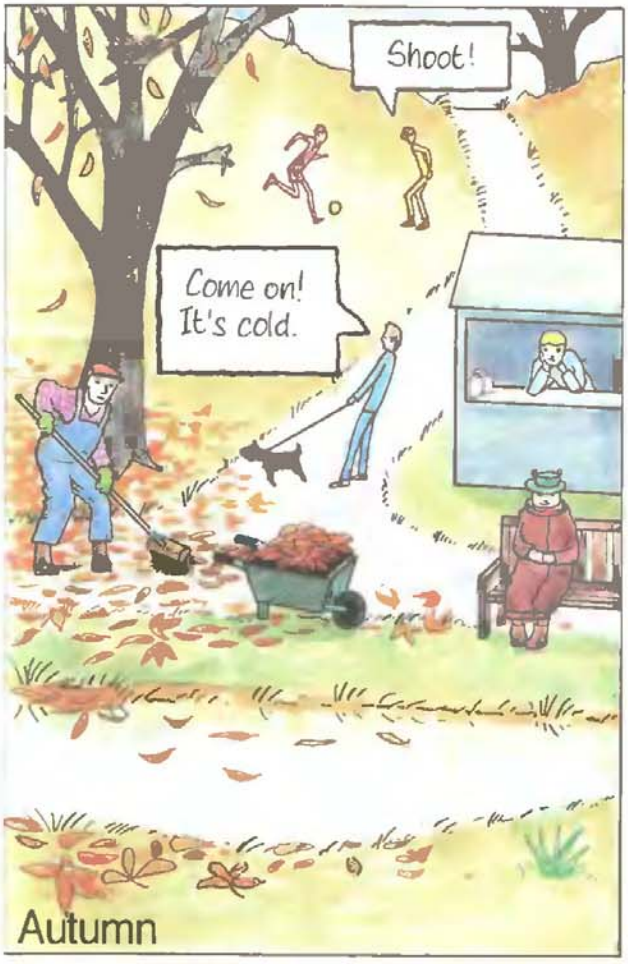
seal
dolphin
whale
shark
fish
There's the treasure.
diver
crab


kennel
budgerigar
cat
kitten
cage
seed
dog
fish
puppy
bones
fishtank
fish
fishfood
cage
hamster
cereals
cage
Good morning.
I like seeds.
cage
mouse
cheese
hutch
rabbit
tortoise
parrot
seed
cabbage
box
lettuce
carrots

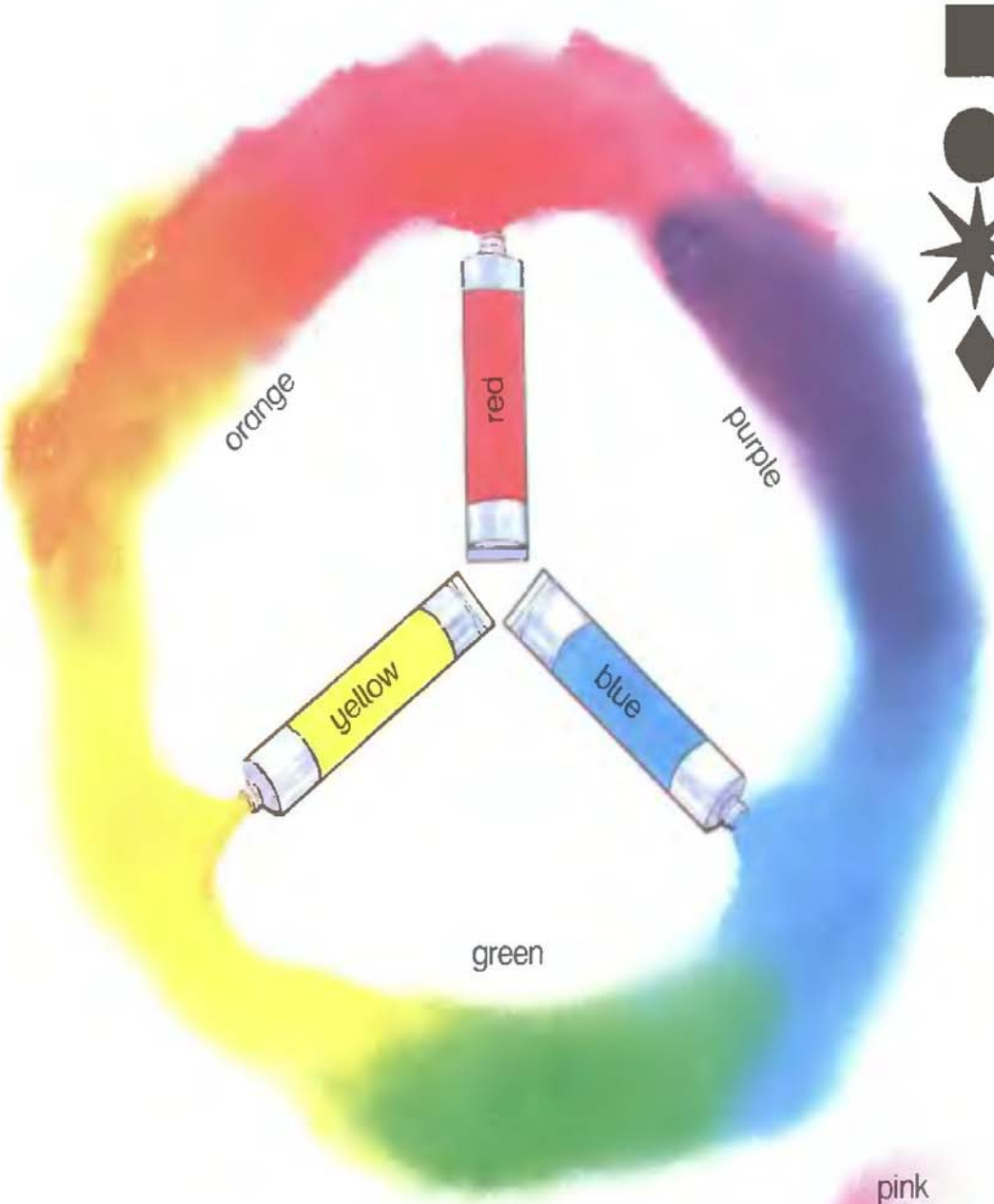

What's the weather like today?
It's sunny.
sunshine
It's cloudy.
cloud
It's windy.
wind
It's stormy.
storm
It's foggy.
fog
It's raining.
rain
It's thundering...
thunder
... and lightning.
lightning
It's snowing.
snow
It's freezing.
ice
It's hot.
hot
It's warm.
warm
It's cold.
cold
It's wet.
wet

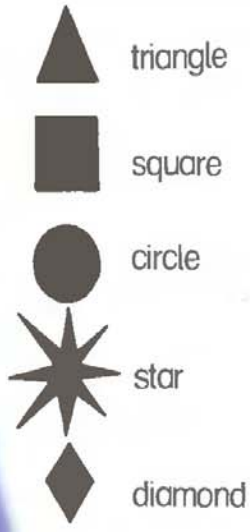
They're pretty, aren't they?
What's that?
I don't know.
Spring


It's a lovely day, isn't it?
Can I have an ice cream please?
Summer

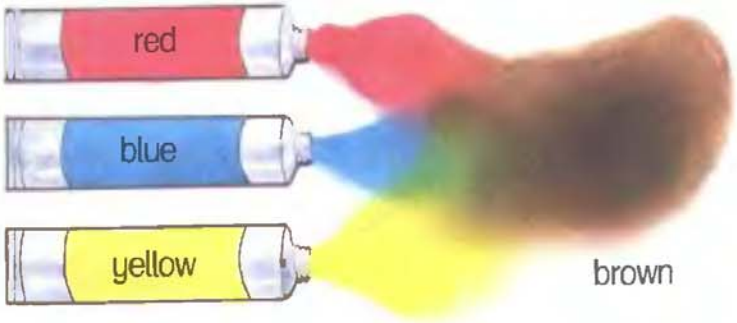

Shoot!
Come on! It's cold.
Autumn

Look out!
Be careful!
Help!
Winter

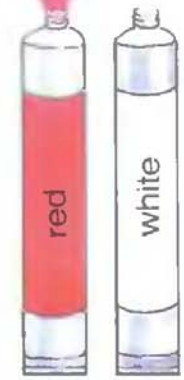




pale



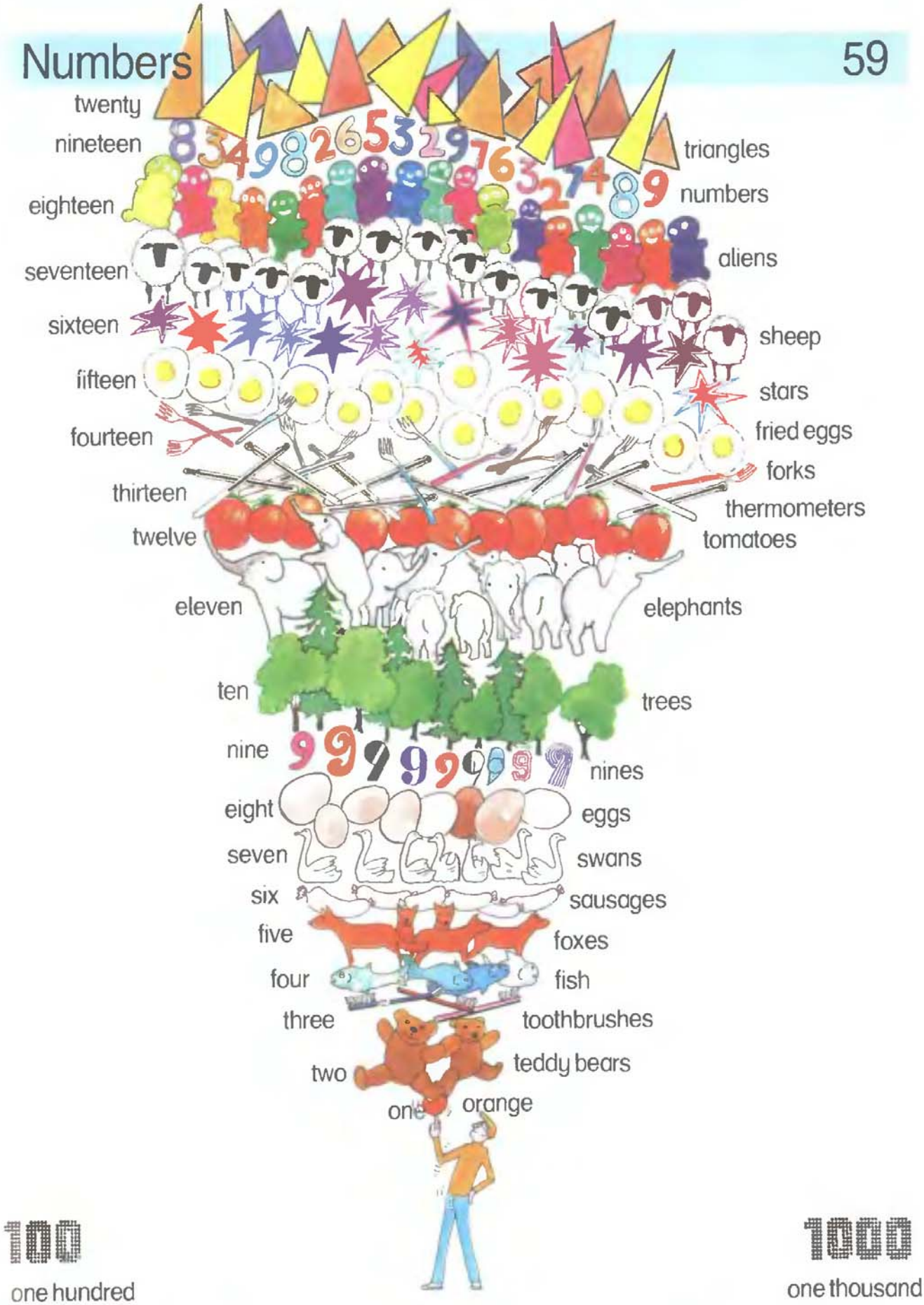
brown



pink

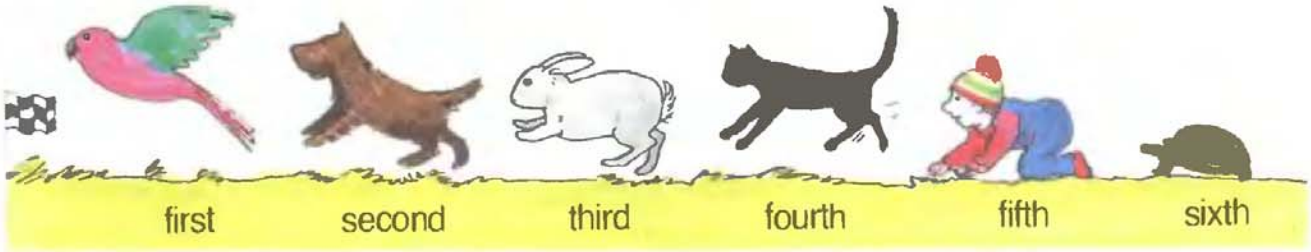
grey

dark



100
one hundred

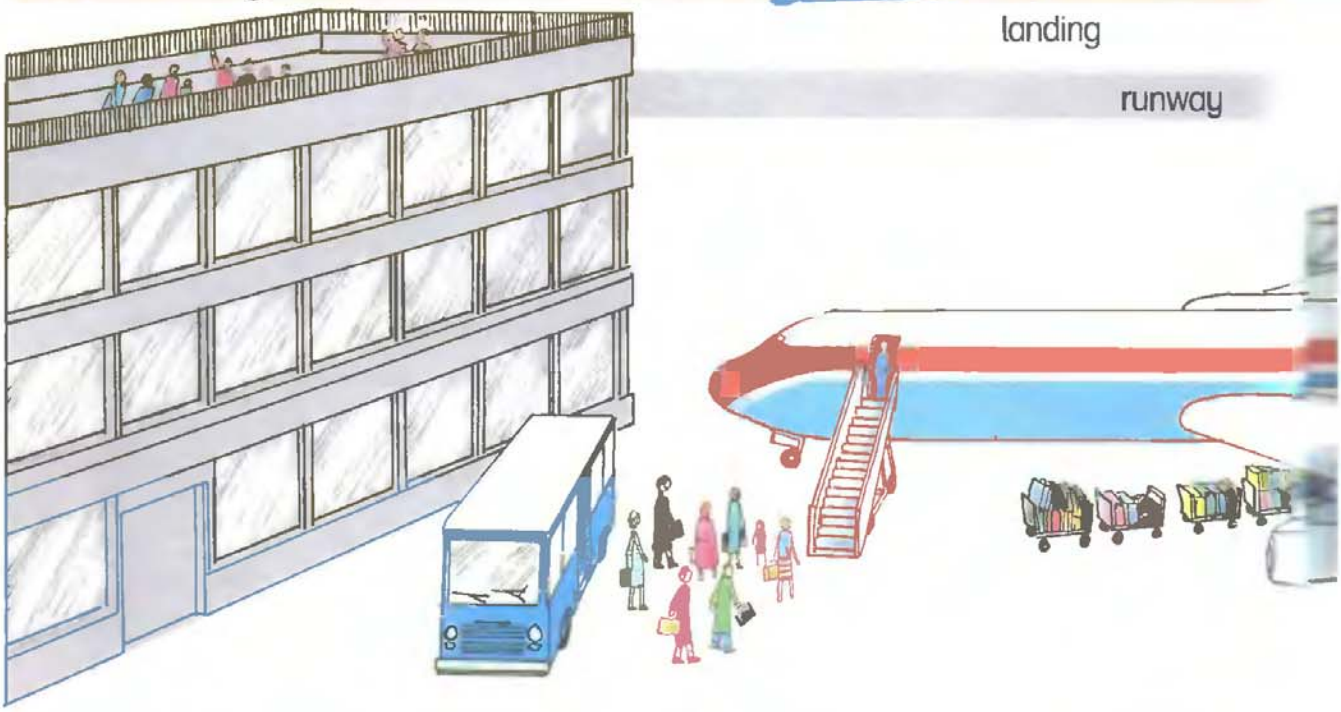
1000
one thousand



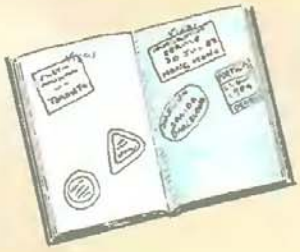
Travel by air

landing

runway



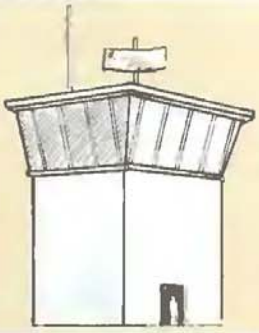
pilot air hostess passenger baggage porter



passport

check-in

security control



control tower

departure lounge

customs

taking off

loading baggage

tail

wing

plane

jet engine

wing

propeller

tail

wing

glider

parachute

helicopter

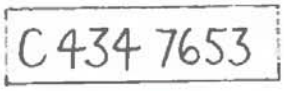
microlite

engine

hang glider

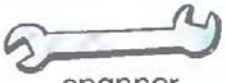
seat belt

key



number plate

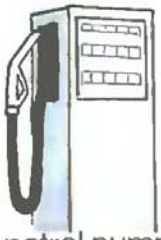
crash helmet

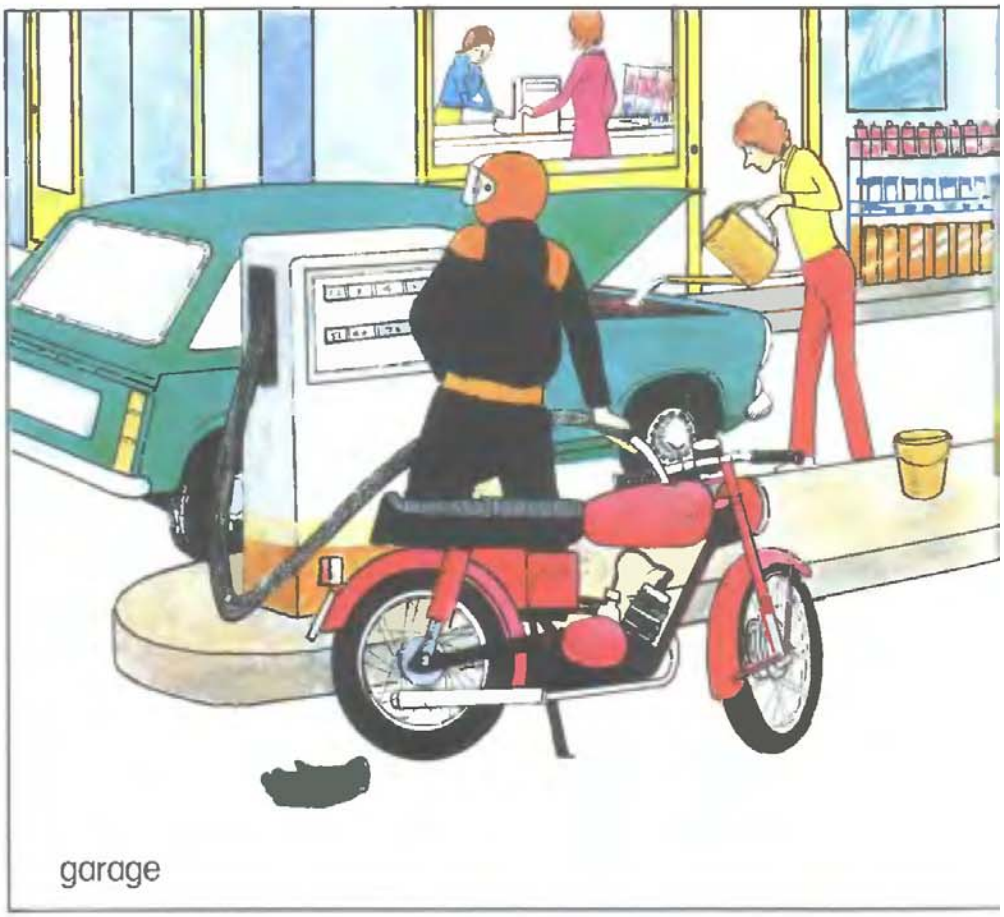

spanner

glove

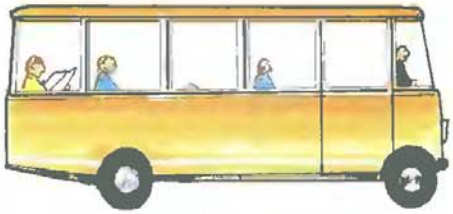
oil

engine

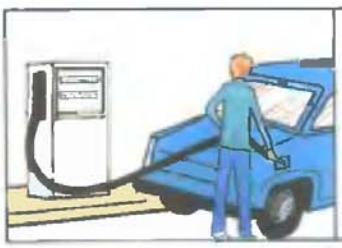

petrol pump


garage

car


bus

bicycle


filling the tank

mending a puncture

cleaning the windscreen

no entry

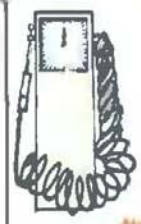
no stopping

no cycling

ahead

How much petrol do you want, Dad?

Twenty litres please, Tom.


air pump

car wash

wheel

tyre

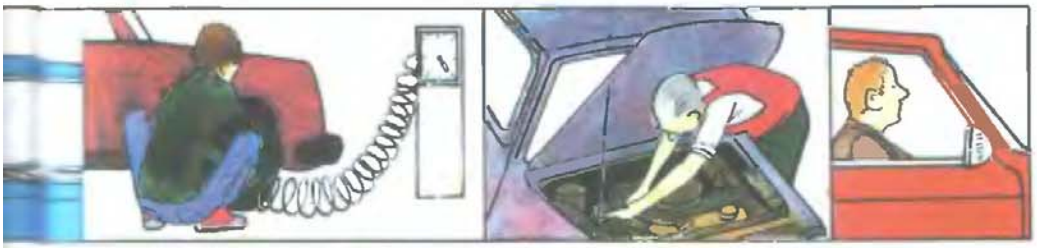
lights

steering wheel

motorcycle

taxi

lorry


putting air into the tyre

mending the engine

driving

boot

turn left

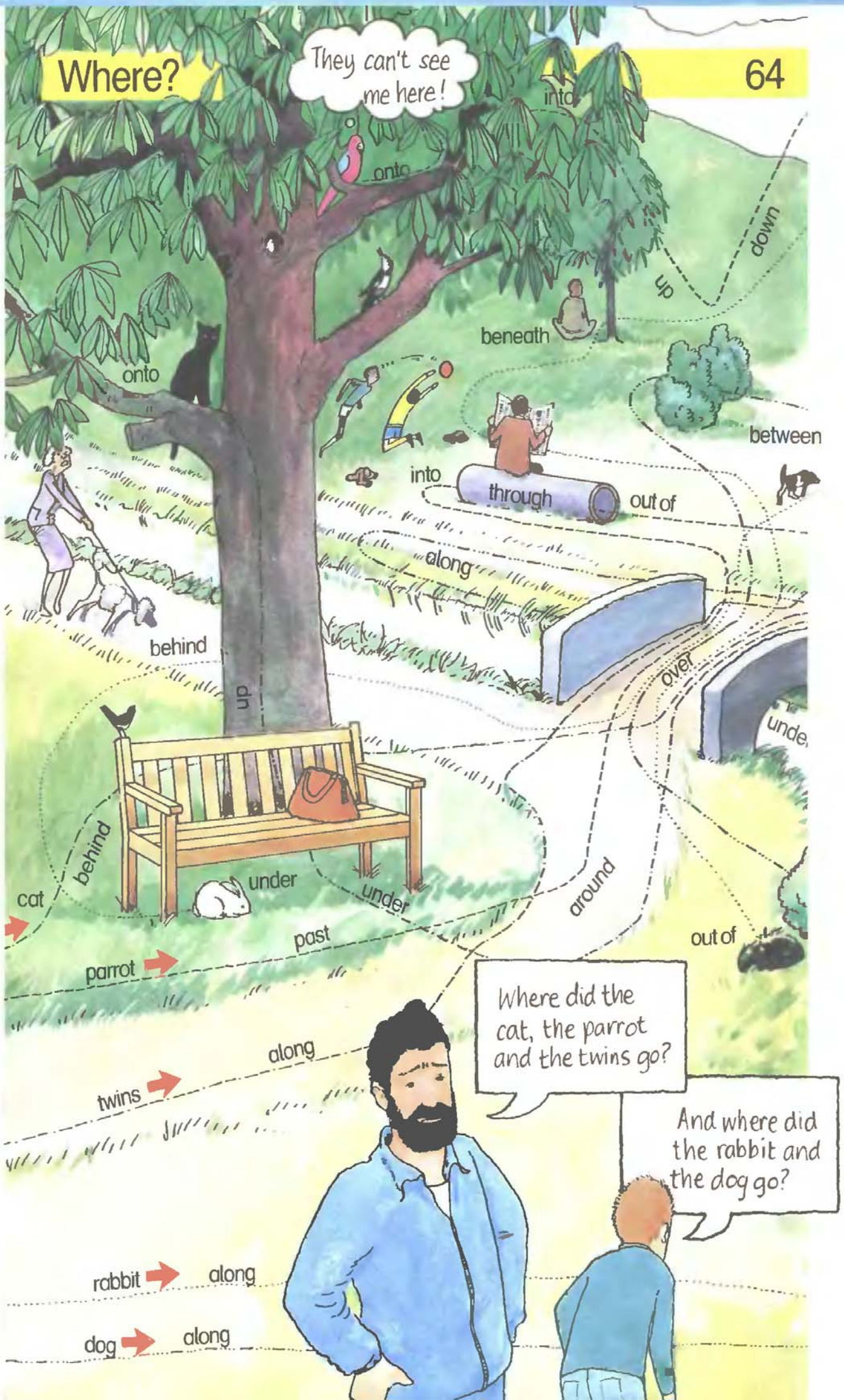
turn right

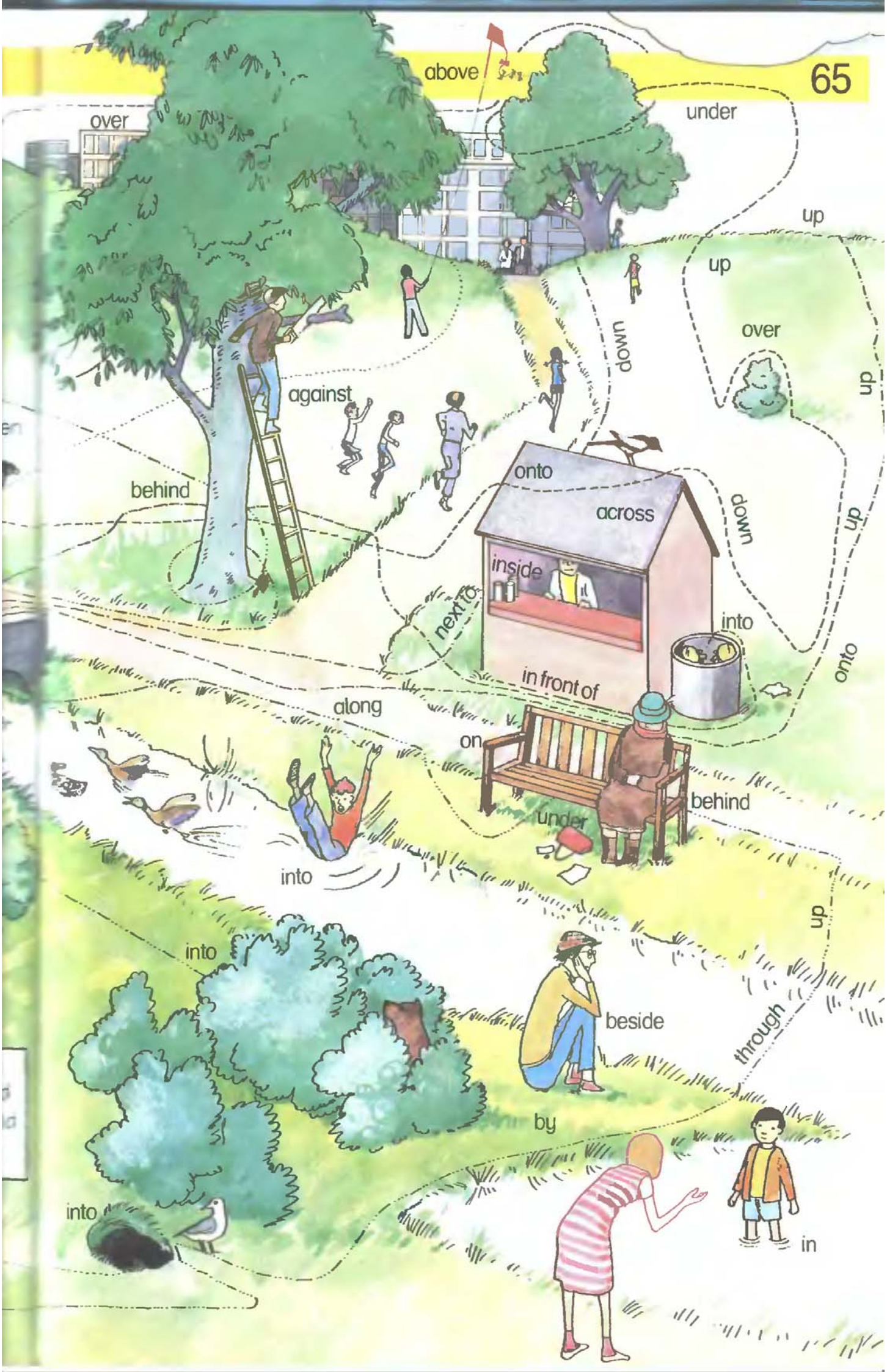
crossroads

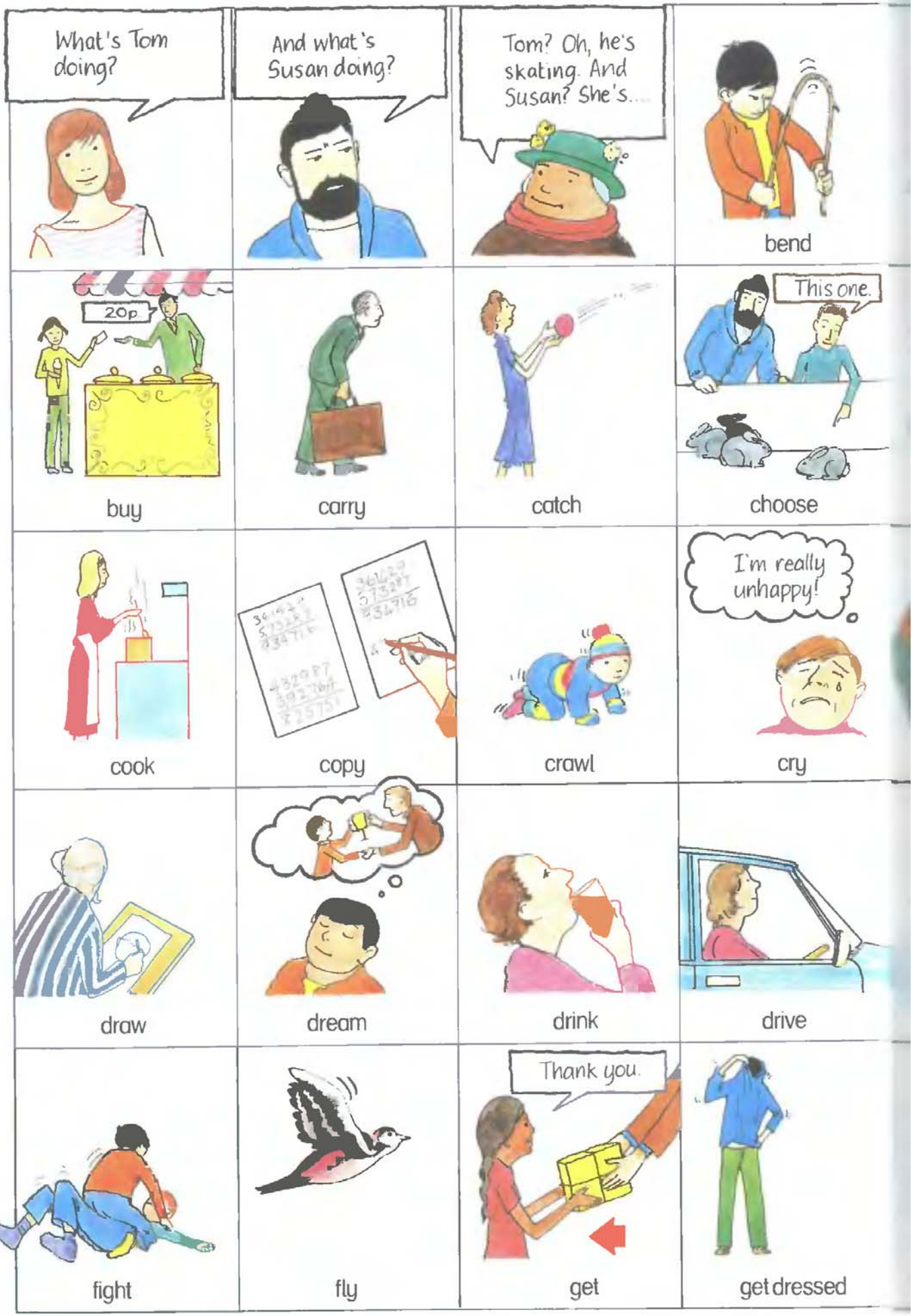
traffic lights

bonnet

Where?


They can't see me here!
into
onto
down
up
beneath
onto
between
into
through
out of
along
behind
over
under
up
behind
under
under
around
cat
past
out of
parrot
Where did the cat, the parrot and the twins go?
along
twins
And where did the rabbit and the dog go?
rabbit
along
dog
along


above
over
under
up
up
over
down
up
against
behind
onto
across
down
up
inside
next to
into
onto
in front of
along
on
behind
under
into
up
into
beside
through
by
into
in


What's Tom doing?
And what's Susan doing?
Tom? Oh, he's skating. And Susan? She's...
bend
20p
buy
carry
catch
This one.
choose
cook
copy
crawl
I'm really unhappy!
cry
draw
dream
drink
drive
fight
fly
Thank you.
get
get dressed

break
Bring it here.
bring
brush
build
Great!
clap
clean
Careful
climb
close
cut
cycle
I love dancing.
dance
dive
Oh!
drop
eat
fall
fetch
Good morning!
get up
Here you are.
Thank you.
give
help
I'm hiding from Tom.
hide

hit

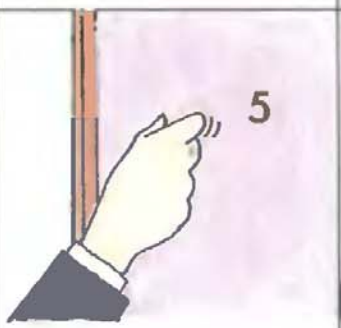
hold

hop

hug

kick

kiss



knock

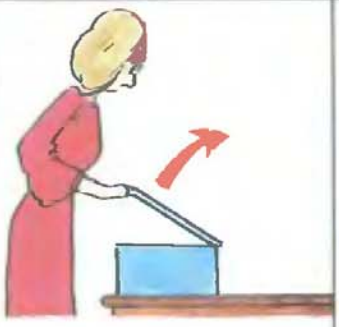
laugh

look after

look at

look for

love


open

paint

pay

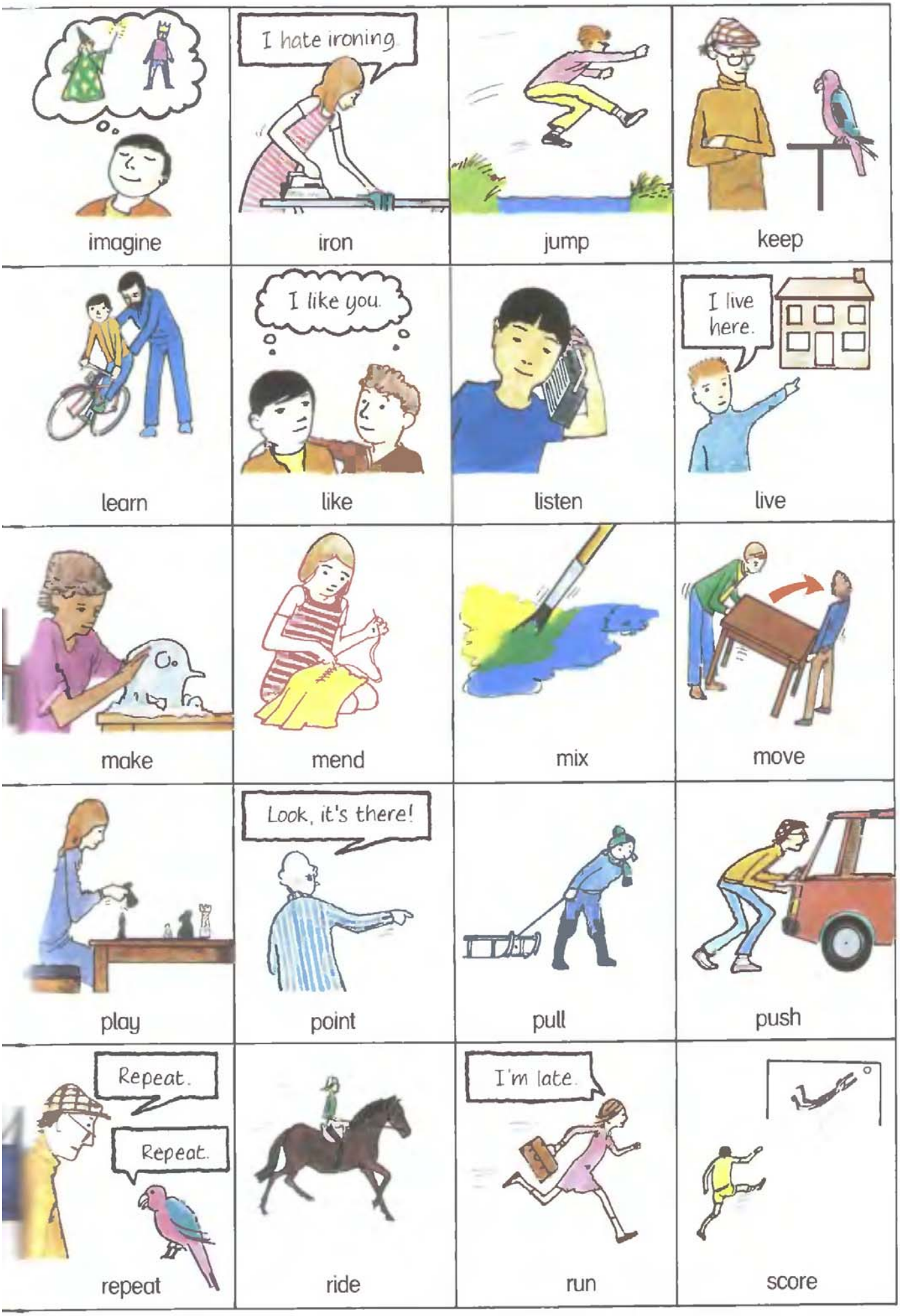
pick up

put away

put on

read

repair



imagine | iron | jump | keep

learn | like | listen | live

make | mend | mix | move

play | point | pull | push

repeat | ride | run | score

sell
sew
Oh!
Boo!
shake
How do you do?
shake hands
sing
skate
ski
sleep
study
sweep
swim
swing
?
telephone
think
throw
tie
type
Hello.
visit
Where is that bus?
BUS STOP
wait
What time is it?
wake up

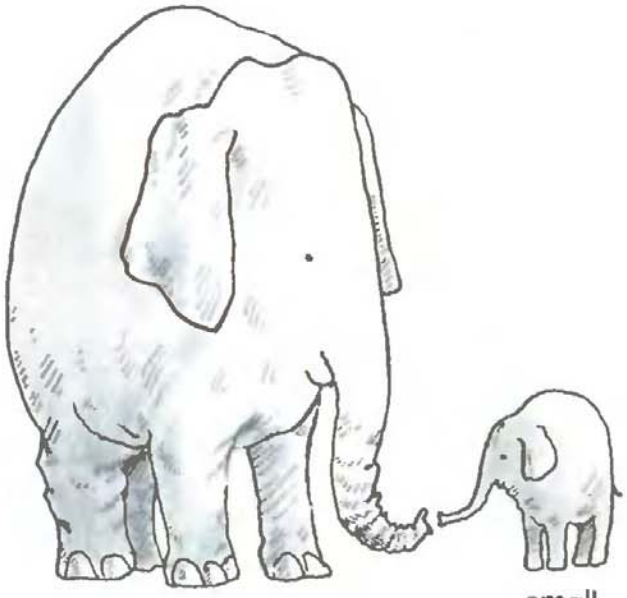
share
Heh!
shout
show
shut
smile
stand
Stay there!
stay
STOP
stop
take
take off
Ma... Ma... Ma... Ma...
talk
teach
It's Susan!
touch
travel
turn off
turn on
walk
wash
watch
Bye!
wave

open closed

thin

thick

round square



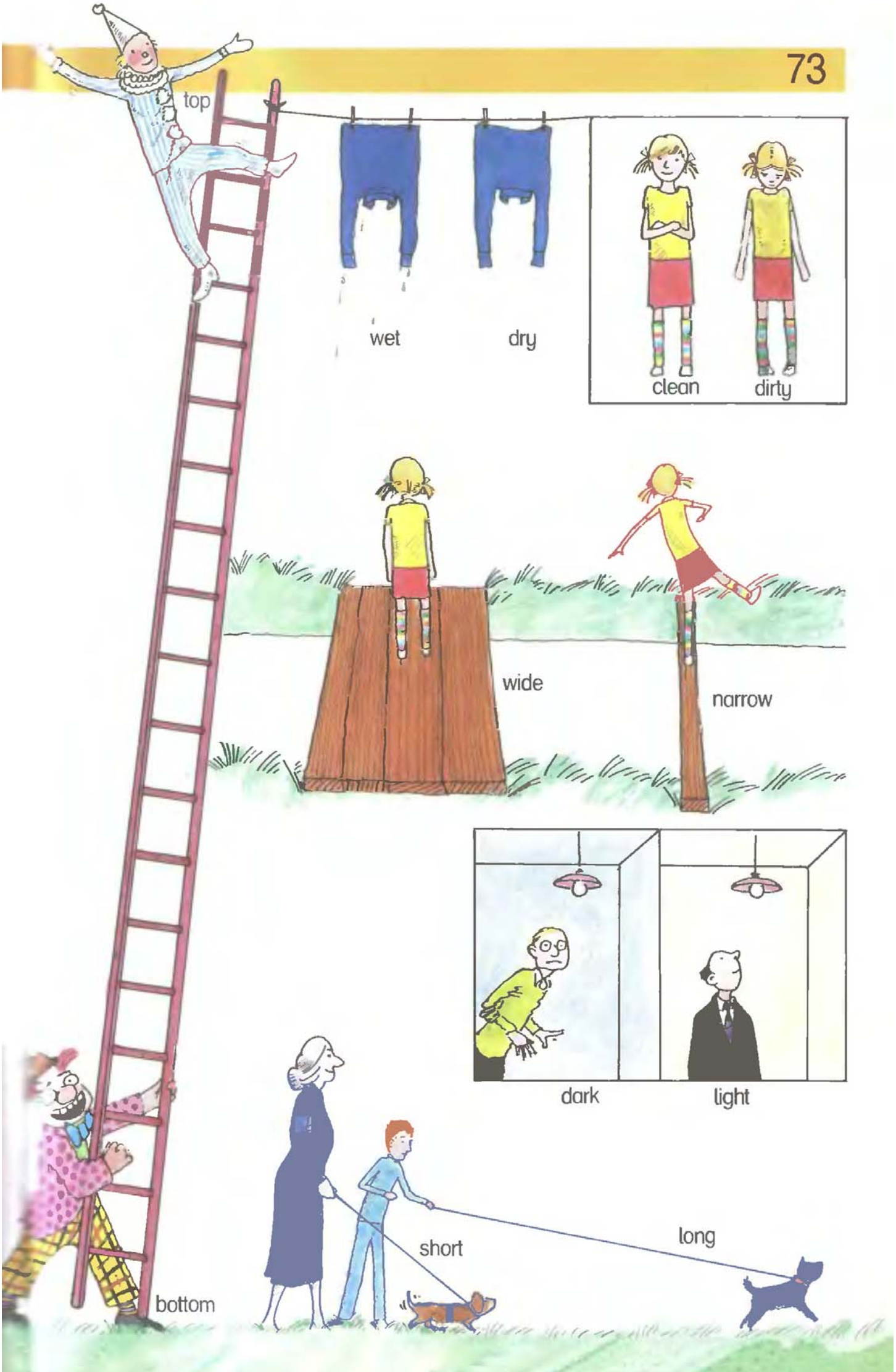
big small

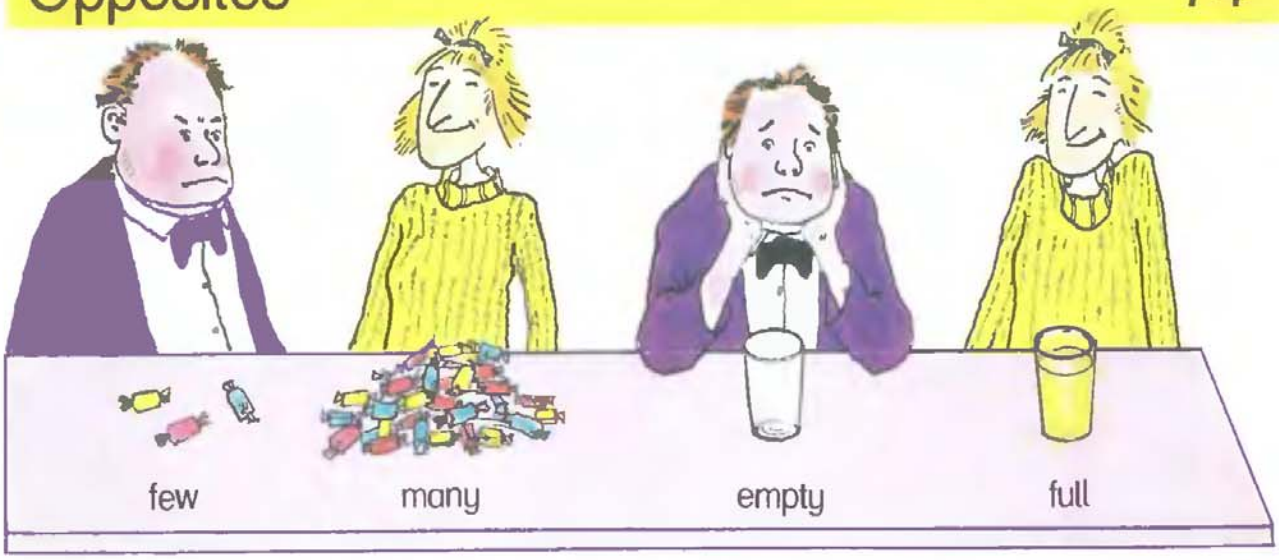
light heavy

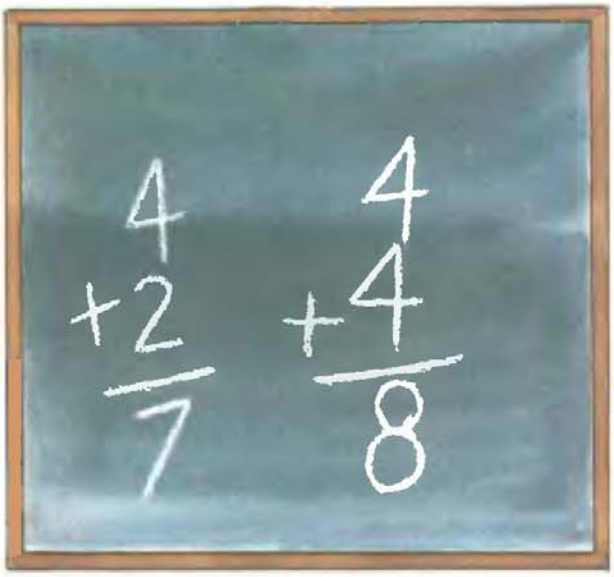
front back

fast

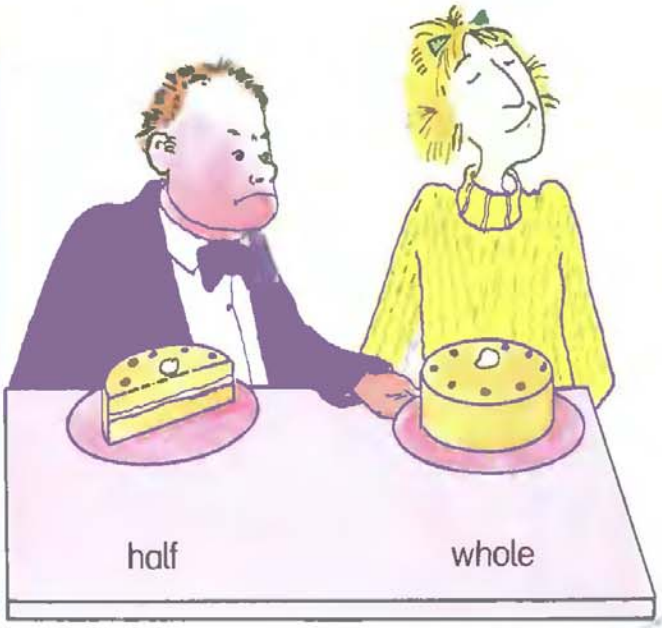
slow

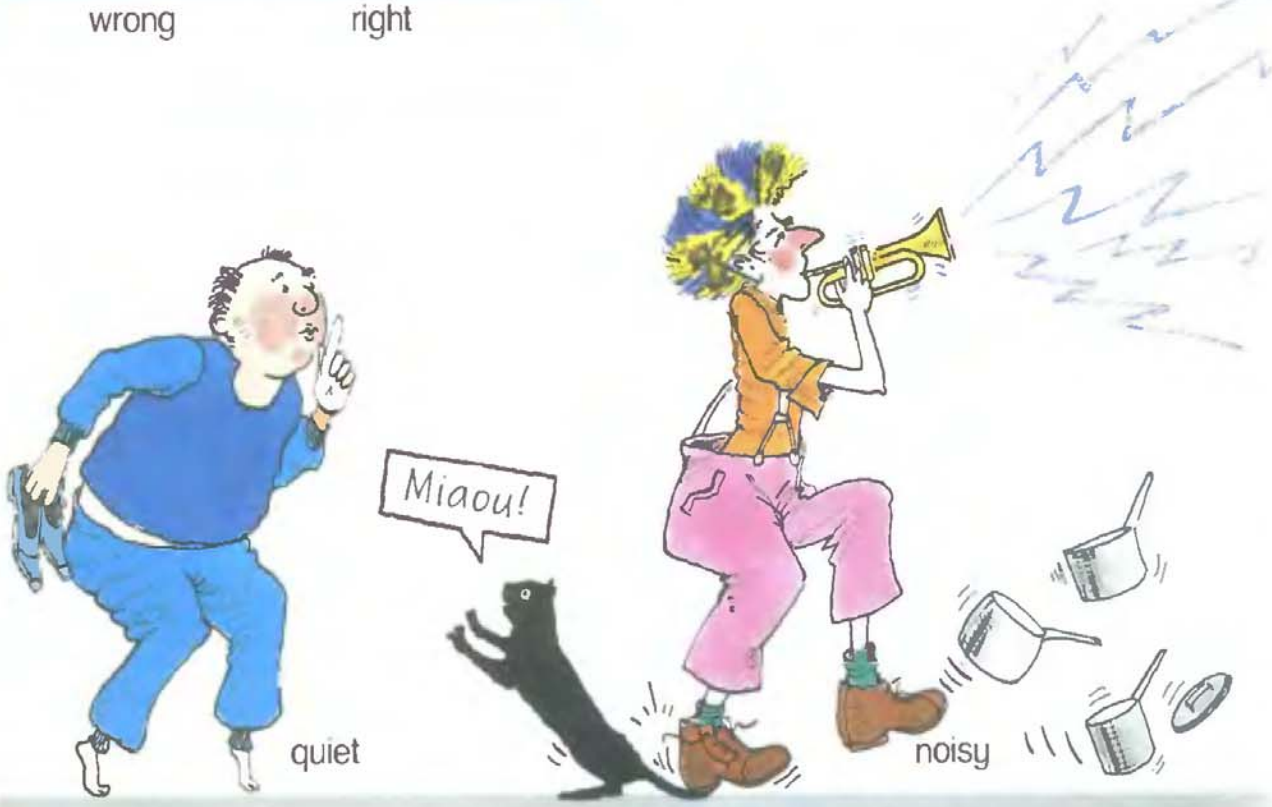

top
wet
dry
clean
dirty
wide
narrow
dark
light
short
long
bottom

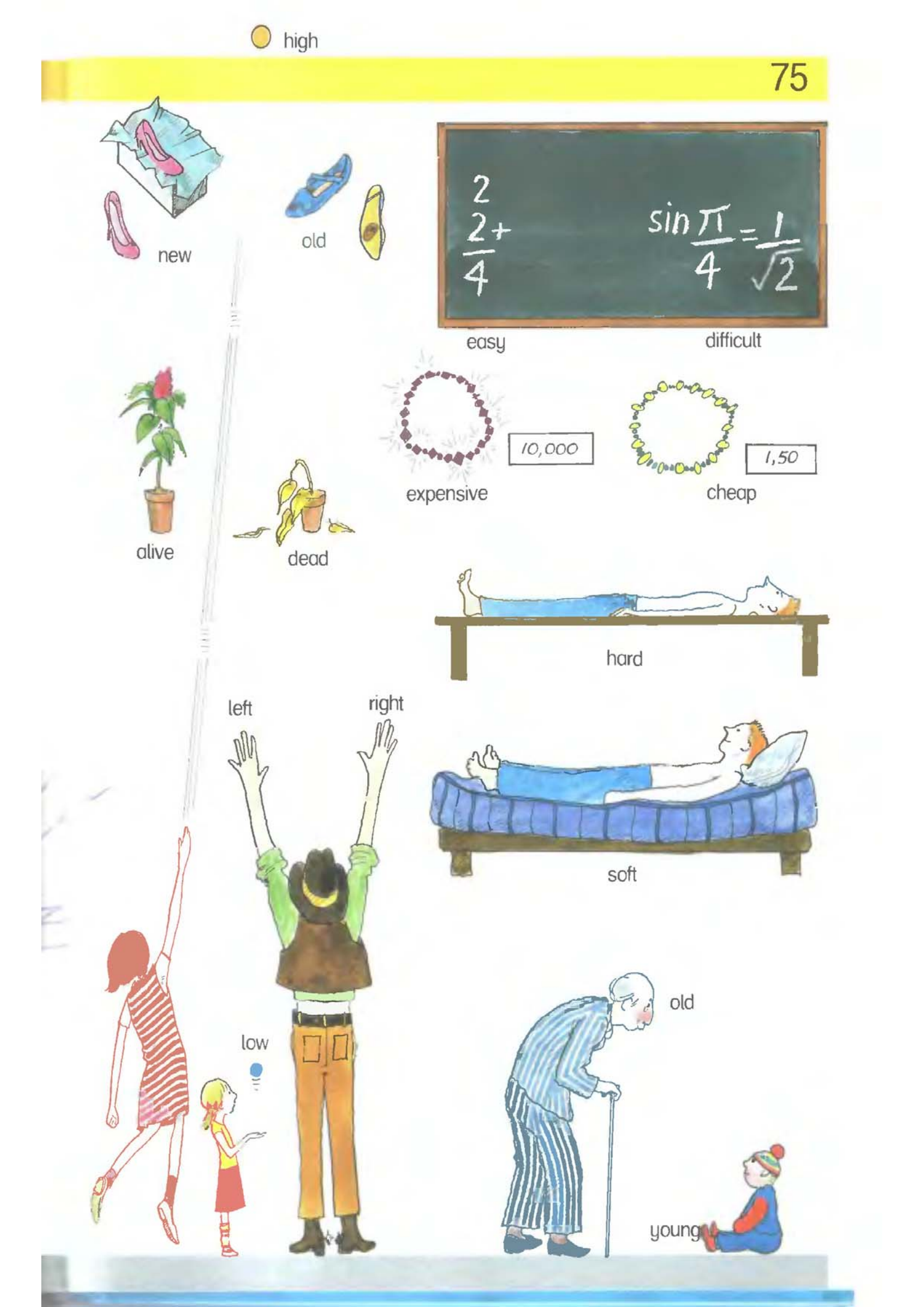


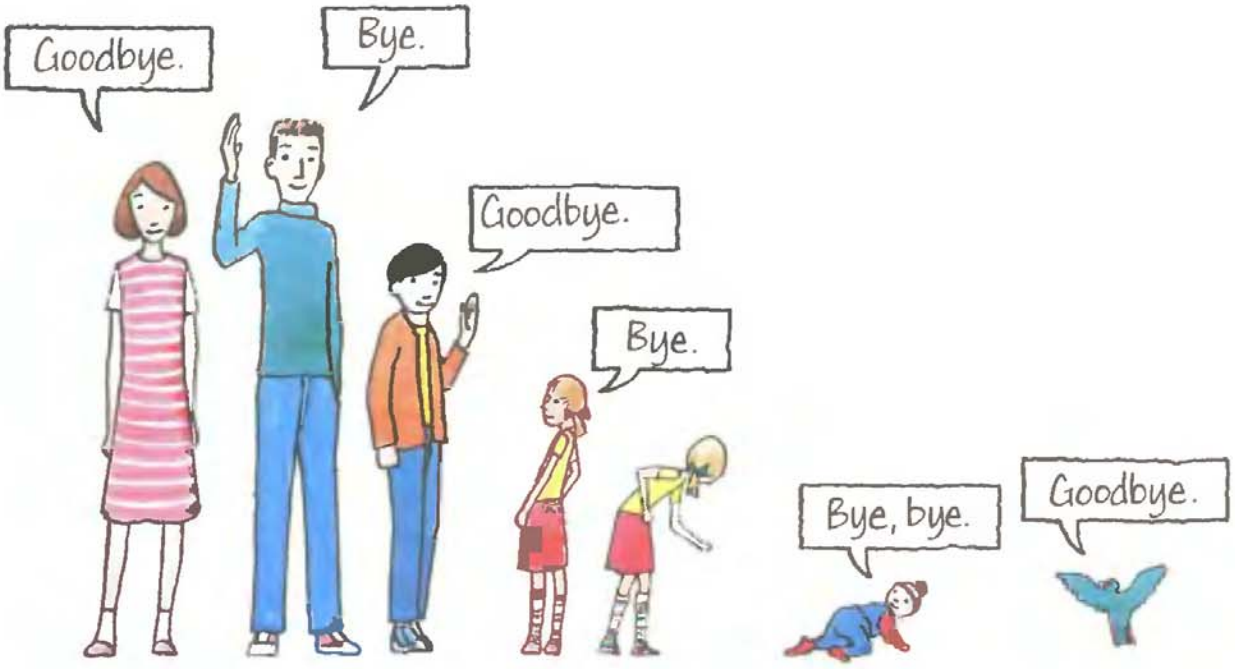


wrong right






high
new
old
easy
difficult
$\sin\frac{\pi}{4} = \frac{1}{\sqrt{2}}$
2
2+
4
alive
dead
expensive
10,000
cheap
1,50
hard
left
right
soft
low
old
young


Goodbye.
Bye.
Goodbye.
Bye.
Bye, bye.
Goodbye.

About this book

This book is a dictionary, and at the same time it is a book which offers you and your child a source of games and activities.

As a dictionary

Young children who are just beginning to read can learn to match the words to the pictures. Older children can extend their vocabulary and improve their spelling. The older children can learn about the alphabetical arrangement of the words and how to make use of the index and they will, by using this dictionary, gain a valuable introduction to the more general world of reference books.

Some children may develop an interest in simple aspects of grammar by observing, for example, that some words describe objects, some describe actions and others, qualities of objects and actions. However, such realisations and observations should come from the child rather than from the adult; they are useless to the child if not 'discovered' more or less unaided by the adult.

As a source of games and activities

Children learn to make sense of their experience of the world largely through language. Language enables the child to organise and develop his or her thinking, feeling, creating and communicating. You will find below some games and activities which you and your child can play and do together based on the pictures and the words in the dictionary. Although the games and activities are very simple to play, they all, in their different ways, involve the child (and you!) in thinking, reasoning, imagining, creating and communicating. And in the effort to achieve these things, the child strives to improve his or her ability to make use of language.

You are so important! It is well known that the adult who spends time listening to the child, and who responds and gives encouragement, contributes enormously to the child's development. Your role in these games is central and vital. One tip . . . don't give too many explanations and 'correct' ways of doing things – concentrate more on listening to the child and encouraging him or her to work things out.

Games and activities

The games and activities are arranged according to the sort of challenge they give to children, for example, 'Identifying Games', 'Question and Answer Games'. You will usually begin by taking the initiative, but encourage the child to take over as soon as possible . . . that is all a part of learning.

Many of the games can be played with only minor adaptations by children of many different ages and levels of ability. Let the child determine the level of difficulty; if children are confident in themselves they will naturally want to explore and push forward to new experiences.

Most of the games can be played with one or with several children.

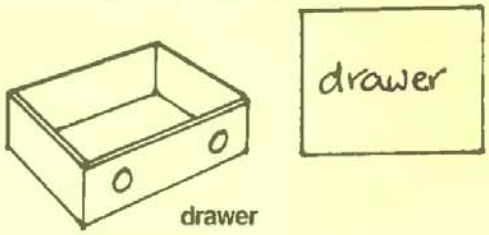
Identifying games

1 Listen and point (most pages)

You can play this with a young child when you've already spent some time looking at the pictures and asking each other what you can see.

In this game you say a word and the child points to the appropriate picture, *or* the child says a word and you have to point.

For older children who are reading, choose a topic and write down each word on a separate, small piece of paper. Put all the pieces of paper into a box. Then ask the child to take one of the words and try to match it to the word on the page as quickly as possible.



2 Invisible drawing (most pages)

Keep the book open at any page. Then draw the outline of one of the objects with your finger on the table or on a piece of paper. The child must try to guess what you have drawn.

You: "What's this"?
Child: "It's a(n) . . ."

3 Miming (most pages)

Open the book at any page. Mime so that your child can guess which action or object or person you are thinking of. Let your child mime for you too!

4 What am I talking about? (most pages)

1) You make a descriptive statement and the child must decide what you are referring to. For example:
On pages 64 and 65, you might say, "The dog is hiding in the bushes." The child must point to the appropriate part of the picture.
2) You pretend you are a person or an object in the picture. For example:
On page 54, "I'm very big and I can swim."
3) You invent a conversation, tell it to the child and then ask who is talking in the picture. For example:
On page 27: "The sea monster is coming!" "Stop it! Stop it!"
4) You tell the child what someone is thinking in the picture and the child has to imagine who it might be. For example:
On page 24, "I hope I catch a big fish!"

With older children, you can then reverse roles.

5 Lists (most pages)

A simple version of this for a young child is to ask him or her to try to remember as many words as possible from one picture.

With an older child, you and s/he can make progressively longer lists. For example, on page 28:

You: "I ate an orange."
Child: "I ate an orange and a potato." (etc.)

On pages 16 and 17: "In the town I can see someone shopping and someone playing." (etc.)

6 Bingo (most pages)

This popular game can also be educational! It is particularly useful for children who have already begun to read and write, giving them additional experience of word recognition. There are many ways of playing Bingo; you can design your own if you wish.

Ask your child to draw a diagram like this:

shirt	hat	blouse	dress
jacket	suit	pyjamas	helmet
jersey	anorak	cardigan	coat

The child then chooses a page from the dictionary and writes one word in each box. (The example above is based on page 8.) You must not see what s/he chooses. Then you choose words from the same page and say them. When the child hears a word s/he has chosen, then that word is crossed off! If only one child is playing it is a gentle game against the clock. Two children will probably be competitive.
Note: You can play Bingo with numbers or with sentences as well as single words.

Question and answer games

7 Yes and No (most pages)

This game will encourage detailed observation. Ask a young child questions which s/he can only answer by studying the picture. Ask them so that the answer is **yes** or **no**. For example, on pages 18 and 19:

You: "Is the teacher writing on the board?"
You: "Are the children hiding in the cupboard?"

Play this with older children too: here, they ask you the questions.

8 Twenty questions (most pages)

One person thinks of something and the others must ask questions to find out what that person is thinking about.

This game encourages careful thinking and a precise use of language. You can play it with a young child: explain that the child must think of the object or person in a picture, then you will ask the questions. For example, on pages 6 and 7:

You: "Are you wearing a hat?"
Child: "No."
You: "Have you got black hair?"
Child: "Yes."
etc.

The usual rule is that the child must answer **yes** or **no**. When you play this with an older child, you think of an object and the child asks the questions.

Note: You can just guess when playing this game or you can ask constructive questions. In the latter case, begin by asking general questions and only guess at particular objects, actions etc. towards the end. For example, on pages 52 and 53:

Child: "Can you fly?"
You: "No."
Child: "Do you eat meat?"
You: "No."
etc.

Guessing games

Guessing games are not the same as question and answer games. Here the child simply guesses and does not question you logically and constructively.

9 Close your eyes and point (most pages)

Look at a page carefully with a young child, discussing what you can see. Now your child closes his or her eyes, points a finger onto the page and guesses what the object might be.

Child: "It's a . . ."
You: "Yes, it is." *or* "No, it isn't."

Alternatively, s/he can guess by asking a question:

Child: "Is it a/an . . .?"

10 Hiding in the picture (pictures with scenes)

The child imagines that s/he is hiding in the picture or that s/he has hidden something. You must find out where s/he is or where the object is hidden. For example:

You: "Are you under/behind/in the . . .?"
Child: "Yes, I am." *or* "No, I'm not."

Alternatively:

You: "Is it under/behind/in the . . .?"
Child: "Yes, it is." *or* "No, it's not."

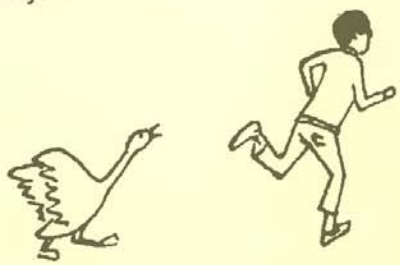
Memory games

11 Can you remember? (most pages)

Your child tries to remember as many words as possible from one page. A young child can look at the picture in the middle of the page rather than at the words and pictures around the edge. Or, with an older child, you can close the book and ask the child to write down the words s/he remembers or say them to you. Instead of closing the book, you and the child can cover part of the picture with your hand or with a piece of paper.

Later, try a more difficult version: instead of trying to remember the names of objects, here the child tries to remember more information about them, such as their position or their appearance. For example, on pages 24 and 25:

Child: "It's near the farm. It's white and it's chasing a boy."



12 Pelmanism (any page)

Play this with children who are already reading.

Copy words and pictures onto separate pieces of paper. For example, based on pages 40 and 41:

Mix them up and turn them upside down on the table. The child must then try to guess what is on the other side of each piece of paper and must say the word before turning it over. If s/he is correct, the paper can be left turned over. If the answer is incorrect, then it must be turned back again. Eventually all the pieces of paper are turned over.

A more difficult version of this game: the child turns over two pieces of paper each time. If they are the picture and the matching word, then they can be left as they are. If not they must both be turned back again . . . and so the game becomes a memory game!

True/false games

Children always enjoy these games. Play them with very young children to encourage their language development.

13 No, it isn't (most pages)

You make a statement about something on a page and the child must decide whether it is **true** or **false**. The child has to disagree if necessary and correct your statement. For example, on pages 24 and 25, you might point at a sheep and say, "This is a dog." The child will reply, "No, it isn't! It's a sheep!"

You can move on to using slightly more complex sentences: "Tom is wearing a red shirt".

You can also describe something inaccurately. For example, on pages 12 and 13:

You: "Mrs Brown is doing the washing up."
Child: "No, she isn't. Mr Brown is doing the washing up. Mrs Brown is cooking."

This will encourage your child to make comparisons and use descriptive language.

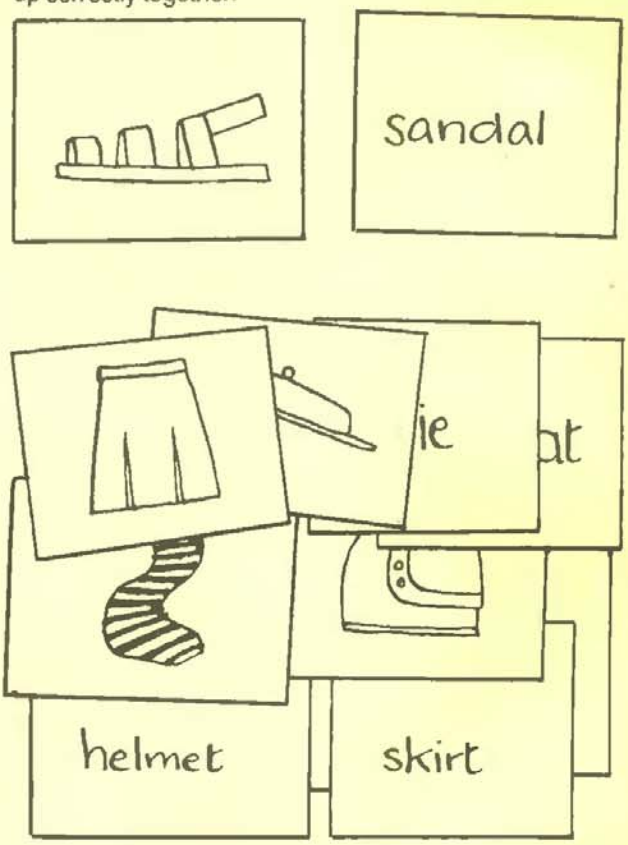
Matching games

14 Picture and word matching (any page)

This is a basic way of learning to recognise the written form of words. Play this with a young child who is just beginning to read and show an interest in the written word.

Your child must have lots of small pieces of paper (about 10.5cm × 7.5cm – 8 pieces from an A4 sheet of paper). On each one s/he must write down a word or draw a picture. For example, s/he may write ten words and draw ten pictures which match the words.

Mix them up on a table and ask your child to match them up correctly together.



Spelling games

These make spelling fun! Play them with an older child who is already reading and writing, but needs practice with his or her spelling.

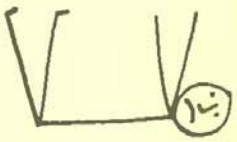
15 The dash game (any page)

Choose a word. Draw a dash for each letter of the word. If you choose 'farmer' you will draw six dashes.

The child then chooses a letter and asks you if it is in the word. If it is, you write the letter on the appropriate dash:

_ _ r _ r _

If the letter is not in the word you begin to draw a . . .



There are ten marks for ten mistakes! The aim of the game is to spell the word before the drawing is completed!

An easier version of the game: you write down the first and the last letters of a word. For example, from page 49:

m _ _ _ _ _ _ _ _ _ _ _ r

16 Alphabetical order (any page)

Ask the child to write out all the words from one topic on to separate pieces of paper. Mix these up and then ask the child to put them into alphabetical order as fast as s/he can.

Alternatively, give the child five words and ask him or her to put them into alphabetical order. The words should all be found on one double-page spread of the dictionary.

17 Scrabble (any page or several pages together)

Here is a simple version of the game of *scrabble* which even beginners can play. Draw a grid like this and ask your child to write in it any word s/he chooses, for example:

		h	o	r	s	e		
		o				g		
		u				g		
		s						
		e						

Then you take it in turns to write in more words. If a word crosses another word, it must use the same letter. You get a point for each letter of your word, including the letter which is shared with an earlier word.

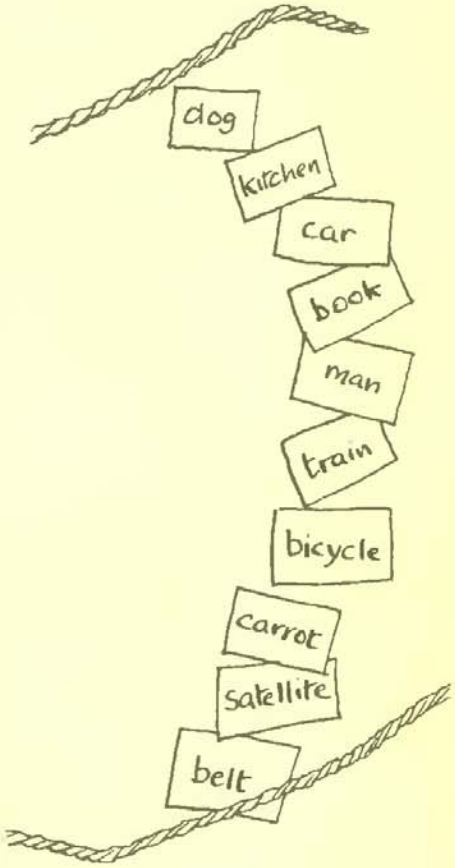
18 Stepping stones (any page or several pages together)

Really, this is a spelling test!

Make a river on your table, perhaps with string to represent the two banks. The river is full of crocodiles and you and your child can only get across if you each have ten stepping stones.

You and your child take it in turns to give the other a word to spell. The word must be written on a small piece of paper which is a stepping stone. If the word is spelled correctly, it can be placed in the river. Do let your child win if possible – perhaps you should use more stepping stones!

(I took this idea from WR Lee, *Language Teaching Games and Contests*, published by Oxford University Press, 1979.)



19 I spy (any page)

Play this game with a young child to increase his or her awareness of the initial sounds of words.

You or your child look at a page and pick out an object. For example, on pages 14 and 15, you think of the bed. Then you say, "I spy with my little eye something beginning with 'b'." Your child then studies the picture and say, perhaps, "Is it the ball?" etc. until s/he gets the word you are thinking of.

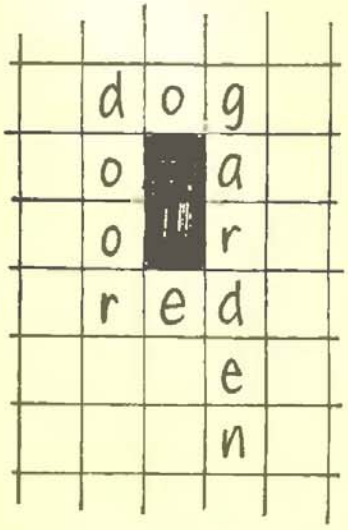
Note: This game works best on the pages where the words are arranged away from the central picture.

20 Jumbled words (any page)

You or your child write down the letters of the name of an object in a jumbled order. You have to find the word by looking at the words on an agreed page in the dictionary.

21 Crossword puzzles (any page or several pages together)

You and your child work out a crossword puzzle. It is quite easy if you do not try to fit the puzzle into a square or make the words cross too much. The main work is in writing the clues! Here is the start of an example:



- An animal. It has four legs and a tail.
- Open me and go in.
- There are flowers and vegetables in me.

Note: The names of the members of the family on page 1 of the dictionary have been chosen to represent many of the sounds, and spellings for sounds, in English:

Wood	Herbert
Brown	Kate
Douglas	Michael
Elizabeth	Ian
Charles	Susan
Diana	Tom
Roy	Jean
Ann	Jane
Linda	George

Number games

22 How many? (most pages)

The child guesses how many objects, people, animals, etc. there are in the picture. The child can either try to guess the number with the book open or try to remember them with the book closed.

You can play this game with a very young child. After s/he has guessed, count with your child to reach the correct number.

23 Ages (any pages which show people)

The child guesses how old each person is in the picture. This is particularly relevant for the family. You should guess at the same time and then you will both find it interesting to compare your opinions.

Opinions, experiences, feelings

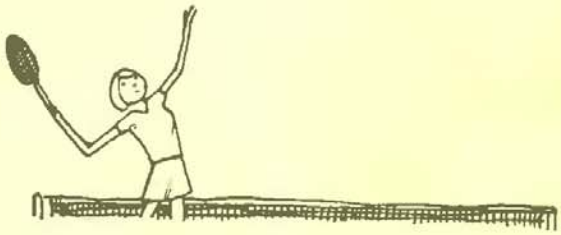
Language has many functions. It is our prime means of communication, and is vital and central to the way in which we live with each other and the way in which we develop our ideas and relationships.

The games and activities suggested above should encourage certain aspects of a child's language development.

However, they will probably not fully elicit personal feelings and ideas. Try therefore to encourage children to respond to the pictures and to express their ideas and feelings about them and, indeed, to show interest in your ideas and feelings! Children can also be asked to use their imagination, with the picture as a starting point.

24 Describing (most pages)

It is satisfying to be able to describe what can be seen in the picture. (This is particularly true with very full pictures.) Whenever possible, develop from a description to a more personal exchange of information. For example:



You: "She's playing tennis. You play tennis, don't you?"
Child: "Yes."
You: "Is it your favourite game?"
Child: "No, it isn't."
etc.

If your child is very young, ask him or her some of the following questions, and then encourage the child to ask them of you. This should help an exchange of views to develop.
Do you like . . .?
What do you like?
Which . . . do you like?
Have you got a . . .?
What do you like doing . . .?

You can ask the child what s/he likes to do at the seaside (pages 26 and 27); whether the meals are different at home (page 30 and 31); what s/he got for his or her birthday (pages 32 and 33); in which ways his or her home is different to the Browns' home (pages 10 to 15). You can also ask the older child general knowledge questions based on the pictures, for example: "What do horses eat?" "How long does it take to fly to America?"

25 Imagining (most pages)

You can imagine what someone in one of the pictures might be doing or going to do or what they might be thinking. You can try to imagine what someone might be carrying in their case or where they might be driving to. You can imagine what someone's age, name, job, interests, likes/dislikes, possessions might be. For example, on page 70, the boy who is studying:

I think he's thirteen years old; he's called Steven; he goes to school; he likes swimming; he doesn't like vegetables and he's got a spaceship!

26 Acting (most pages)

You and your child might like to act out conversations based on the pictures in the dictionary. Conversations are obviously possible where there are people in the pictures. For example, on page 47 (science fiction picture):

You: "Oh! Look! There's the monster again."
Child: "It isn't a monster. It's a robot!"
You: :"Let's run away. It will kill us!"
Child: "Perhaps it is a nice robot!"
etc.

Sometimes it is possible to invent conversations when there are only objects in the picture. You might, for example, wonder what to buy for Grandma's birthday present. The child might use any page to answer your question:

You: "What would you like to buy for Grandma for her birthday?"
Child: "I'd like to buy a . . ."

27 Telling stories (any page)

Invent a story with your child. You might imagine a story about a person in one of the pictures. Or you might imagine a story based on perhaps two people and four objects taken from different pages of the dictionary.

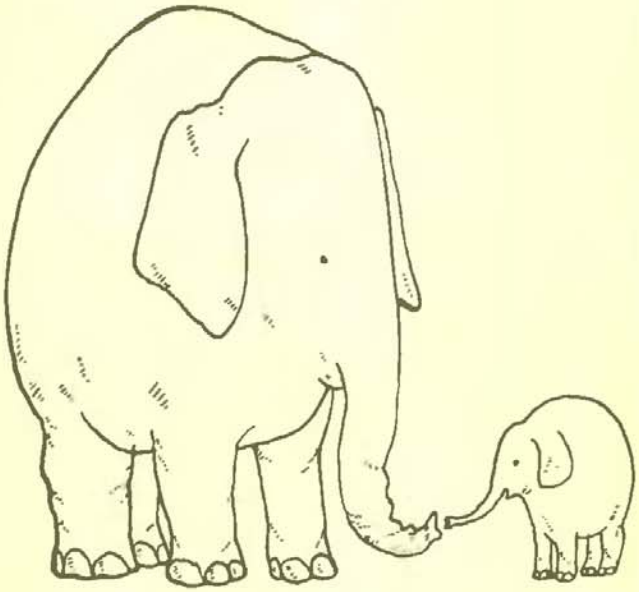
You may think that you cannot invent a story. It is fairly easy once you start! In any case, your child will probably be quite good at it. Basically, in simple stories, someone has a problem and tries to overcome it . . . and perhaps someone else, or life itself, tries to stop him or her. Here is the beginning of an example based on: an apple, a boat, a book a television and on Tom and his grandfather.

Tom and his family and his grandfather and his grandmother went to the seaside for a holiday. Every day they went to the beach. The children played. Grandmother watched them and Grandfather slept.

Suddenly Grandfather woke up! He said, "Where is my apple? Someone has taken my apple!"

Grandmother shouted to Tom, "Tom, come here quickly! Someone has taken your Grandfather's apple! Please help him."

So . . .
etc.



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